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2021-2022 College Catalogue

Academic Programs

Africana Studies

Faculty

Donald Carter

Mark Cryer
A. Todd Franklin
Heather Merrill
Vincent Odamtten, chair
Nigel Westmaas

Department/Program Goals

The goal of the Africana Studies department is to take up the field's central questions and debates in multiple contexts and by means of multiple methodologies.

In keeping with this goal, many of the department's course offerings focus extensively and transdisciplinarily on issues of social, structural, and institutional hierarchy as they pertain to race and a host of other dimensions of identity.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Apply at least two disciplinary lenses of analysis that focus on a specific aspect of the life experiences of people of African descent (for example in written/digital assignments, performative or oral presentations)
- Explain, verbally and/or in writing, the interrelationships among people from sub-Saharan Africa, the United States, the Caribbean, Latin America, or other parts of the African diaspora in two or more of the following areas: linguistic, intellectual, political, economic, or cultural
- Define and provide examples of colonization, decolonization, Black liberation/power movements and their legacies
- Explain, verbally and/or in writing, the concept of intersectionality via specific connections with race, ethnicity, class, and gender
- Explain the goals of one or more current social justice initiatives involving people of African descent in the United States and globally

Concentration/Minor Description and Requirements

All concentrators must take two of the following courses: AFRST-220, AFRST-221, AFRST-224, AFRST-306, AFRST-382, or AFRST-405

Social, Structural, and Institutional Hierarchies Requirement:

Courses in the Africana Studies concentration explore and examine issues that satisfy the Social, Structural, and Institutional Hierarchies requirement. The department emphasizes the breadth of these hierarchies by requiring its concentrators to grapple with them as they fulfill the two intermediate course requirements detailed above.

A concentration in Africana Studies consists of at least 9 courses: AFRST-102, AFRST-112, AFRST-130, or AFRST-190; AFRST-201; two courses selected from among: AFRST-220, AFRST-221, AFRST-224, AFRST-306, AFRST-382, or AFRST-405; AFRST-549; AFRST-550; and three electives. We encourage students to take at least one course focused on women or gender.

The senior program (AFRST-549, AFRST-550) is a two-semester program culminating in a written thesis based on original research. The fall term course involves learning methodology and building a thesis proposal presented to the department faculty at the end of the term. Students with an average of at least 3.4 in the concentration may receive honors through distinguished work in AFRST-550.

A minor in Africana Studies consists of AFRST-102, AFRST-112, AFRST-130, or AFRST-190; AFRST-201, one course selected from AFRST-220, AFRST-221, AFRST-224, AFRST-382, or AFRST-405; and two electives.

Certain elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

Africana Studies Courses

American Studies

Faculty
Program Committee
Lydia Hamessley (Music)
Celeste Moore (History)
Seth Schermerhorn (Religious Studies), director
Nigel Westmaas (Africana Studies)

Department/Program Goals

The goal of the American Studies Program is to foster a complex understanding of American cultures, providing students with the analytical tools necessary to examine the diversity of American identities and experiences within an interdisciplinary, transnational frame.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Apply different approaches to the academic studies of the Americas
- Appraise diverse sets of evidence including both primary and secondary sources
- Communicate clearly, coherently, and effectively

Concentration/Minor Description and Requirements

The concentration in American studies consists of 10 courses: two offered by the program itself and eight selected among the range of U.S.-focused courses offered by other departments and programs at Hamilton College.

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American studies introductory course (AMST-101) and the Senior Seminar (AMST-420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. Required courses include AMST-101, usually taken in the spring of the first year; AMST-420, taken in the spring of the junior or senior year; two courses in American literature; and two courses in American history, chosen in consultation with the program director. Of the remaining four elective courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Cinema and New Media Studies, Communication, Economics, English and Creative Writing, Environmental Studies, Government, Hispanic Studies, History, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American Studies.

A minor in American Studies consists of five courses: AMST-101; one course in U.S. literature or U.S. history; and three electives, one of which must be at or above the 300-level.

The only 100-level courses that may count toward the concentration in American studies are those offered by the program itself. Only one 100-level course may be counted toward the concentration or the minor.

Concentrators with a grade point average in the program of 3.5 or higher at the end of their junior year may, on approval, pursue an honors project in their senior year (AMST-550) under the direct supervision of a faculty member. To earn honors in American studies, students must maintain a grade point average of 3.5 or above in their coursework and earn a grade of A- or higher in AMST-550.

American Studies Courses

Anthropology

Faculty

Lacey Carpenter
Mariam Durrani
Nathan Goodale (Associate Dean of Faculty)
Chaise LaDousa, chair
Colin Quinn (on leave 2021-22)
Julie Starr
Chenyu Wang

Special Appointment
Alissa Nauman

Department/Program Goals

The goal of the Anthropology Department is to prompt students to grapple with what it means to be human, through critical engagement with method and theory and the interplay between the two in original research.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Identify disciplinary fundamentals from multiple sub-disciplinary perspectives
- Interpret anthropological themes from a critical perspective
- Combine practice and methodology through research design
- Apply disciplinary theoretical perspective(s) in an original research project
- Create anthropological knowledge for and with multiple communities

Concentration/Minor Description and Requirements

Hamilton's Anthropology Department offers students a four field anthropological education in two distinct concentrations — cultural anthropology and archaeology — which explore cultures, beliefs and practices of human beings throughout time. A student must choose one of these two concentrations.

Cultural Anthropology

A concentration in cultural anthropology consists of a minimum of 10 courses: ARCH-106; ANTHR-113; ANTHR-358; ANTHR-500 and ANTHR-501; and five other anthropology or archaeology courses. Of those four other courses one must have a linguistic anthropology focus and can include ANTHR-201, ANTHR-257, LING-100 or other courses with Department Chair approval. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (ANTHR-500) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (ANTHR-501) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental grade point average of 3.3 or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (ANTHR-501).

Archaeology

A concentration in archaeology consists of a minimum of 10 courses: ARCH-106; ANTHR-113; ARCH-325; ANTHR-358; ARCH-510 and ARCH-511; and four other archaeology or anthropology courses. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (ARCH-510) in the fall, which emphasizes the critical evaluation of scholarship as well as primary data culminating in a draft of a research paper, and the Senior Thesis (ARCH-511) in the spring, which emphasizes expansion, revision, and refinement of the thesis. Honors will be granted to students with a departmental grade point average of 3.3 or higher at the close of their senior fall semester and an A- or better on their Senior Thesis (ARCH-511).

All but two of the ten courses required for the Anthropology Concentration should be taken with faculty whose primary appointment is in the Hamilton College Anthropology Department; this includes visiting faculty. Any request for exceptions may be discussed with the department chair.

A minor in anthropology consists of five courses, one of which must be at the 300 level. A student must take ARCH-106 and ANTHR-113 as two of their five courses. Note to juniors and seniors: There are limited seats for juniors in 100 level courses and no seats reserved for seniors. The remaining two courses must be at the 200 or 300 level in anthropology or archaeology.

Beginning with the class of 2022, concentrators will satisfy their social, structural, and institutional hierarchies (SSIH) requirement by taking Anthropology ANTHR-358. The class of 2021 satisfies the SSIH requirement by taking ANTHR-200.

No course taken credit/no credit can be used to satisfy concentration requirements, whether in the anthropology or archaeology track.

Anthropology Courses

Archaeology Courses

Art

Faculty
Amy Brener
Santiago Forero
L. Ella Gant
Robert Knight (on leave fall 2021; away spring 2022, New York City Program)
Katharine Kuharic
Rebecca Murtaugh
William Salzillo, chair

Department/Program Goals

The goal of the Art Department is to raise students to a level of self-sufficiency, independent critical thinking, and proficiency in the creation and discussion of works of art in order that they might sustain a lively, generative, and relevant practice outside of the College environment.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Construct meaning using visual information
- Demonstrate a knowledge of the basic tools and techniques of new and traditional media
- Analyze their studio processes by diagramming the stages in creative thinking
- Use critique to formulate and build personal direction
- Generate a public exhibition

Concentration/Minor Description and Requirements

A concentration in art consists of 11 courses:

1. ART-104 Introduction to Drawing or ART-160 Figure Drawing
2. ART-203 Introduction to Painting, ART-235 Intaglio Printmaking, or ART-233 Introduction to Printmaking
3. ART-106 Introduction to Ceramics ART-109 Introduction to Sculpture or ART-107 Art and the Environment
4. ART-116 Introduction to Photography, ART-213 Introduction to Video, ART-221 Introduction to Animation or ART-105 Introduction to Media: Integrated Media and Emerging Practices
5. One 300-level course in the same area as the senior project before the end of the junior year
6. Art Elective (beginning with the class of 2022: ART-380 Junior Seminar in Art)
7. Art Elective

Note: Art electives may not be cross-listed courses.

8. Art History (a course that spans a broad range of periods)
9. Art History (other)

Note: Students wishing to fulfill the art history requirement with a course about film must get approval from the Art Department chair. Students may not fulfill the art history requirement with a course cross-listed in Art History from another department.

10. ART-501 Senior Project I
11. ART-502 Senior Project II

All senior concentrators are required to register for Senior Project I in the fall of their final year. Based on a review by the studio faculty, students who have successfully completed Senior Project I must continue by registering for Senior Project II. Students who do not receive a grade of B- or above in Senior Project I will complete an additional 300-level course in studio art. In either case all students will be required to have a public exhibition during their final semester.

A minor in art consists of ART-104 or ART-160, one art history course and three additional studio art courses (which are not repeatable and are not all in the same media area). An independent study may not count toward a minor in art. Interested students should meet with the chair.

Concentrators in the Art Department will fulfill the Social, Structural, and Institutional Hierarchies (SSIH) requirement through participation in the department's annual Visiting Artist Series and through subsequent discussion forums mediated by members of the art faculty in the contexts of their classes. Students must participate in a discussion of SSIH issues in the visiting artist series in at least two classes before engaging with these issues through the Visiting Artist Series as part of the senior program.

Honors in art will be awarded on the basis of a cumulative average of 3.7 or above in coursework toward the concentration and distinguished performance in the Senior Project. View a complete description of the Senior Project.

Students interested in studying abroad should consult with the chair of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with the Advanced level course and other requirements and preparation for their Senior Project.

Art Courses

Art History

Faculty
Nadya Bair

Susan Jarosi
Ruth Lo
Scott MacDonald
Arathi Menon
Laura Tillery

Department/Program Goals

The goal of the Art History Department is to equip students with a critical understanding of the historical and theoretical concerns that have shaped the production, circulation, and reception of art, visual culture, and architecture over time and around the world.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Analyze material and visual culture and/or the built environment as a form of visual literacy
- Apply art historical and interdisciplinary methods of analysis to the study of material and visual culture and/or the built environment
- Draw connections between the past and present to illuminate the relevance of both
- Identify how particular scholarly discourses and practices have contributed to social, structural, and institutional hierarchies in art history's own history

Concentration/Minor Description and Requirements

Beginning with the Class of 2022, a concentration in art history consists of a minimum of ten courses: nine art history courses and at least one course in studio art. The nine art history courses must include: two 100-level courses; four 200-level courses; ARTH-330; an additional 300-level course; and a 400-level seminar to be taken during the senior year.

A minor in art history consists of any five courses in art history.

The Senior Project in art history includes an extensive research project completed in the context of a 400-level seminar and its oral presentation before the Department.

Students concentrating in art history will satisfy the Social, Structural, and Institutional Hierarchies (SSIH) requirement by completing any one of the following courses: ARTH-120; ARTH-145; ARTH-152; ARTH-207; ARTH-231; ARTH-240; ARTH-287; ARTH-295; ARTH-320; ARTH-330

Honors in art history will be awarded on the basis of a cumulative average of 3.7 (90) or above in coursework toward the concentration and distinguished achievement on the Senior Project.

Art History Courses

Asian Studies

Faculty
Abhishek Amar
Usman Hamid
Sabrina Datoo
Christopher Elford

Program Committee
Abhishek Amar (Asian Studies)
Usman Hamid (Asian Studies)
Lisa Trivedi (History)
Thomas Wilson (History), director

Affiliated Faculty
Alexsia Chan (Government)
Mariam Durrani (Anthropology)
Jessie Jia (Chinese)
Masaaki Kamiya (Japanese)
Kyoko Omori (Japanese)
Julie Starr (Anthropology)
Zhuoyi Wang (Chinese)
Steven Yao (Literature and Creative Writing)

Department/Program Goals

The goal of the Asian Studies Program is to introduce students to the diversity of Asian cultures and enable them to develop critical perspectives on Asia, while honing their skills in speaking, writing and research. Through multidisciplinary practices, students cultivate intellectual curiosity and flexibility about Asia's aesthetic traditions, religions, politics and society, and histories.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Engage life world of an Asian culture (assessed during senior project oral presentation)
- Conduct multidisciplinary research on Asia (assessed during senior project oral presentation)
- Communicate research findings through oral expression (assessed during senior project oral presentation)

Concentration/Minor Description and Requirements

In this multidisciplinary area of study, students focus on the diversity of Asian cultures across the liberal arts. In consultation with the Program Chair or academic advisor, students approach Asia through four thematic lenses:

Aesthetic traditions including art, architecture, film, literature

Textual and material sources on Buddhism, Confucianism, Daoism, Hinduism, Islam

Contemporary political and social issues

Critical approaches to the study of the past in Art History, History, Religious Studies

The Asian Studies program encourages students to explore one of Asia's societies across disciplines or to pursue comparative study across Asian societies.

Beginning with the class of 2024

A concentration in Asian Studies consists of nine courses, including one course in each of four thematic areas: aesthetic traditions; textual and material sources on religion; politics and society; and critical approaches to the past. Concentrators take an introductory 100-level course, two courses at the advanced 300-level, and must demonstrate intermediate ability in an Asian language by taking courses at Hamilton through the intermediate level or their equivalent in an off-campus program, or by passing a proficiency examination. Concentrators fulfill the College SSIH requirement through successful completion of ASNST-180 Exploring Cultures in Asia and are encouraged to pursue the study of structural hierarchies in the senior project. Students fulfill the senior project requirement through AS 550. Courses taken for Cr/NC do not count toward the concentration.

Honors in Asian Studies will be awarded to concentrators who achieve an 3.3 (88) average in the concentration and who complete 550 with a grade of at least A-.

A minor in Asian Studies consists of five courses, including one course in at least two of four thematic areas: aesthetic traditions, textual and material sources on religion, politics and society, and critical approaches to the past. Students must complete the Exploring Cultures in Asia course and take at least one course at the advanced level. Courses taken for Cr/NC do not count toward the minor.

For Concentrators prior to the Class of 2024:

The Asian Studies Program offers an interdisciplinary approach to studying the cultures, societies, and languages of Asia. Concentrators may study one of three tracks that focus on China, Japan, or South Asia. Students may, in consultation with the program director, elect to develop a comparative course of the study of Asia.

A concentration in Asian Studies consists of nine courses distributed among at least three departments: Anthropology, Art History, EALL (Chinese, Japanese), English, Government, History, Religious Studies, and Theatre. Concentrators must (1) successfully complete ASNST-180, (2) take at least three courses at the 300 level or above, and (3) study an Asian language through the intermediate level in coursework at Hamilton or appropriate language study off campus. Concentrators fulfill the College SSIH requirement through successful completion of ASNST-180 and are encouraged to pursue the study of structural hierarchies in the senior project. Students fulfill the senior project requirement through successful completion of ASNST-550. Honors in Asian Studies will be awarded to concentrators with at least an 3.3 (88) average in the concentration and who complete ASNST-550 with a grade of at least A-.

A minor in Asian Studies consists of five courses, including ASNST-180 and four electives approved by the program director.

Building upon this interdisciplinary approach, Asian Studies concentrators are well-prepared for study in an Asian country. In the senior year, concentrators draw together their knowledge from coursework and experiences in Asia to complete senior projects.

Students double majoring in Asian Studies and East Asian Languages and Literatures (EALL) may use upper-level Chinese or Japanese language courses to satisfy the Asian Studies requirements, providing they are not used to count toward the EALL concentration.

There are three tracks within the Asian Studies concentration: China Studies, Japan Studies, and South Asia Studies. Ordinarily, students choose to focus their coursework and language study in one of these three regional areas. Students with thematic interests in Asia may pursue a comparative course of study in consultation with the Director. A partial list of courses regularly offered in each of these three areas can be found in the 2020-2021 College Catalogue..

Asian Studies Courses

Biochemistry/Molecular Biology

Faculty

Program Committee
Rhea Datta (Chemistry)
Herman Lehman (Biology)
Max Majireck (Chemistry), director
Natalie Nannas (Biology)
Michael Welsh (Chemistry)
Adam Van Wynsberghe (Chemistry)

Department/Program Goals

The goal of the Biochemistry/Molecular Biology Program is to encourage students to explore biochemical concepts through extensive research opportunities and close collaboration between students and instructors.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Evaluate the scientific literature and other forms of professional communications in biochemistry and molecular biology
- Solve problems at the interfaces of chemistry and biology using scientific reasoning
- Communicate fundamental concepts of biochemistry and molecular biology to both expert and layperson in writing and oral presentations

Concentration/Minor Description and Requirements

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology (BMB). Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 10 courses (and MATH-113 and MATH-116, or equivalent, as prerequisites for certain courses), including four courses in BMB, two courses in biology, three courses in chemistry, and one course from a list of selected courses provided below. BMB courses must include BICHM-270, BICHM-346, BICHM-550 and either BICHM-321 or BICHM-322. Biology courses must include BIO-100 and BIO-248. Chemistry courses must include CHEM-120 (or CHEM-125), CHEM-190, and CHEM-255. MATH-113 and MATH-116, or equivalent, are prerequisites for BICHM-320, BICHM-321 and BICHM-322. The elective course must be chosen from BICHM-551, BIO-212, BIO-221, BIO-331, BIO-334, BIO-357, or BIO-454, and CHEM-321, CHEM-322 or CHEM-360. BICHM-346 satisfies the SSIH requirement for BMB concentrators. BICHM-550 satisfies the Senior Thesis requirement. A complete description of the Senior Program is available from the departments. Honors in BMB will be based on excellence in coursework and on both Senior Thesis BICHM-550 and BICHM-551.

Biochemistry/Molecular Biology Courses

Biology

Faculty

Wei-Jen Chang (on leave 2022S), *chair*
Harvey Cramer
Rhea Datta (on leave 2021-22)
Peter Guiden
Herman Lehman
Jaime Mancilla
Michael McCormick
Abigail Myers
Natalie Nannas
Noelle Relles
Patrick Reynolds
Andrea Townsend
Jason Townsend

Department/Program Goals

The goal of the Biology Department is to inspire and prepare our students for lifelong learning as professionals in the biological sciences and as scientifically informed citizens, as well as to advance understanding of the natural world through original research.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Analyze and interpret original and published biological data
- Apply the scientific method in a way that demonstrates comprehension
- Communicate effectively about fundamental biological concepts using scientific language

Concentration/Minor Description and Requirements

A concentration in biology consists of 12 credits, including 9 credits in biology, two credits in chemistry and one credit related to science in society. Biology courses must include BIO-100 (or BIO-101, BIO-102, or BIO-115), at least four additional Biology courses with laboratories, and BIO-550. At least one upper level lab course must be selected from within each of the following curricular categories: Cell and Molecular Biology (BIO-212, BIO-221, BIO-248, BIO-270, BIO-334, BIO-346, BIO-357), Organismal Biology (BIO-213, BIO-222, BIO-228,BIO-239, BIO-280, BIO-330, BIO-331, BIO-334, BIO-343) and Ecology/Evolution (BIO-212, BIO-213, BIO-226, BIO-228, BIO-237, BIO-238,BIO-239 BIO-290, BIO-343). Courses listed in more than one category can only be counted toward fulfilling the requirement in one.

Chemistry courses must include CHEM-120 (or CHEM-125) and CHEM-190. The science and society course must be chosen from a list of courses provided by the department that discuss issues in public policy or ethics related to science or technology. To meet the Social, Structural, and Institutional Hierarchies college requirement, students must take three biology courses that carry an SSIH designation. With prior departmental approval, up to one SSIH course can be taken from outside the department if the course addresses issues in biology or science in general. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. No more than one credit of independent study may be applied to the concentration. Before a student declares a biology concentration, up to one concentration course credit may be taken credit/no credit. Students preparing for graduate studies in biology should take at least one year each of calculus and organic chemistry and should have knowledge of statistics. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis (both BIO-550 and BIO-551, or BIO-550 and exceptional research record at Hamilton).

A minor in biology consists of five courses, which must include BIO-100 (or BIO-101 and BIO-102, or BIO-115) and at least one course at the 300 level or higher. The following courses do not count toward a concentration or minor in biology: BIO-145, BIO-150, BIO-214, and BIO-216. BIO-100 is open to all years.

A Biology concentration consists of 12 credits

All concentrators must take at least 1 Bio-100 and the Senior Thesis:

BIO-100B	Explorations of Biology: Frankenstein Fish	1
BIO-100C	Explorations of Biology: Life at the extreme	1
BIO-100D	Explorations in Biology: Neurobiology and Animal Behavior.	1
BIO-100E	Explorations in Biology: Microbes Rule	1
BIO-100F	Explorations in Biology: Genetic Engineering.	1
BIO-100G	Explorations in Biology: Life in Space.	1
BIO-100H	Explorations in Biology: Disease Ecology in a Changing World	1
BIO-100J	Explorations in Biology: Our Blue Planet	1
BIO-100K	Genes, Patterns, and Embryos	1
BIO-550	Senior Thesis I	1

At least four additional courses with laboratories

Take at least one upper level laboratory course from within each of the following curricular categories:

Cell and Molecular Biology:

BIO-334	Developmental Genetics	1
BIO-346/BICHM 346	Biochemistry	1
BIO-357/NEURO 357	Cellular Neurobiology	1

Organismal Biology:

BIO-330/PSYCH 330/NEURO 330	Systems Neuroscience	1
BIO-331	Vertebrate Physiology	1
BIO-334	Developmental Genetics	1
BIO-343	Ecological Physiology	1

Ecology/Evolution

BIO-343	Ecological Physiology	1

Take Two credits in Chemistry

Courses must include CHEM-120 (or CHEM-125) and CHEM-190

CHEM-120	Principles of Chemistry	1
CHEM-190	Organic Chemistry I	1

Take One credit related to Science in Society

Students must take three biology courses that carry an SSIH designation. With prior departmental approval, up to one SSIH course can be taken from outside the department if the course addresses issues in biology or science in general.

Biology Courses

Chemical Physics

Faculty

Program Committee
Kristen Burson (Physics)
Viva Horowitz (Physics), director
Gordon Jones (Physics)
Adam Van Wynsberghe (Chemistry)

Department/Program Goals

The goal of the Chemical Physics Program is to encourage students to make connections across the chemistry and physics disciplines through extensive research opportunities and close collaboration between students and instructors.

Concentration/Minor Description and Requirements

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 11 courses in chemistry and physics, which include CHEM-120 or CHEM-125, CHEM-190, CHEM-321 and CHEM-322; PHYS-190, PHYS-195, PHYS-290 and PHYS-295. Any one of PHYS-215, CHEM-348 or PHYS-348 fulfills the Social, Structural, and Institutional Hierarchies requirement in chemical physics. Students must also complete a course in research methods in one of the departments, either CHEM-371 or PHYS-390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. MATH-113 and MATH-116 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

The concentration consists of 11 courses.

All concentrators must take:

CHEM-120	Principles of Chemistry	1
CHEM-190	Organic Chemistry I	1
CHEM-321/BICHM 321	Physical Chemistry I	1
CHEM-322/BICHM 322	Physical Chemistry II	1
PHYS-190	The Mechanical Universe	1
PHYS-195	Waves and Fields	1
PHYS-290	Quantum Physics	1
PHYS-295	Electromagnetism	1

MATH-113 and MATH-116 are required for 200-level classes in Physics and 300-level classes in Chemistry.

SSIH course in Physics or Chemistry: Choose one of the following

PHYS-215	Nuclear Weapons in World War II	
PHYS-348/CHEM 348	Science, Technology, and Society	1
CHEM-348/PHYS 348	Science, Technology, and Society	1

Choose one of the following:

CHEM-371	Research Methods in Chemistry	1
PHYS-390	Research Seminar	1

All concentrators must take a Senior Project chosen in consultation with the Committee of the appropriate Department

Chemistry

Faculty
Shiblee Barua
Chuck Borton
Karen Brewer, chair (on leave fall 2021)
Michael Ihde
Wesley Kramer
Max Majireck (on leave spring 2022)
Ryan Martinie
Ian Rosenstein
Sarah Rosenstein
Adam Van Wynsberghe
Michael Welsh

Special Appointment
Greg Rahn

Department/Program Goals

For all students, whether through coursework or research, the Chemistry Department fosters the development of creativity, rigor, and flexibility in problem solving along with the ability to communicate ideas and processes with clarity and precision in the context of chemistry.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Apply scientific reasoning to explain chemical phenomena as evidenced by performance on a standardized exam (breadth of chemical reasoning)
- Demonstrate the ability to conduct a sustained research project (chemical research)
- Communicate chemistry's impact on society with attention to ethics and inequities in science from which science policy decisions are made (impact of chemistry)

Concentration/Minor Description and Requirements

A concentration in chemistry consists of ten credits including the following courses: CHEM-120 ~~**or CHEM-125**~~; CHEM-190; CHEM-255; CHEM-265 or CHEM-270; CHEM-321 or CHEM-322; CHEM-325; CHEM-348; CHEM-371; one additional credit at the 300- or 400-level; and CHEM-551. In addition, calculus through MATH-116 and two semesters of physics (calculus-based physics recommended) are prerequisites for CHEM-321 and CHEM-322. Students who are considering a concentration in chemistry are strongly encouraged to enroll in CHEM-120 ~~**or CHEM-125**~~ in their first semester.

We believe that our students need to be aware how historical contributions of underrepresented groups in science illuminate inequalities of opportunity to contribute to science and technology, that a diversity of perspectives are crucial to science when dealing with complex problems, that the impact of science is both local and global, and that science policy decisions are made in the real world in which biases might be hidden. Concentrators satisfy the Social, Structural, and Institutional Hierarchies requirement by completing CHEM-348 in either their junior or senior year.

Students who plan to pursue graduate work or employment in chemistry or a related science are encouraged to satisfy the requirements for a degree certified by the American Chemical Society (ACS). In order to qualify for an ACS certified degree, students must take both CHEM-265 and CHEM-270, in addition to satisfying all other concentration requirements. Students who plan to attend graduate school in chemistry or chemically related fields are advised to take both CHEM-321 and CHEM-322. We invite all interested students to attend the departmental seminar series, which is a required part of CHEM-371, CHEM-551 and CHEM-552. Departmental honors are determined on the basis of distinguished coursework in chemistry (normally a minimum GPA of 3.5) and in the Senior Thesis.

A minor in chemistry consists of five credits, at least one credit must be at the 300-level or above. CHEM-298 may not be counted towards satisfying the requirements for the minor. The minimum requirement in chemistry for preparation for medical school consists of CHEM-120 ~~**or CHEM-125**~~; CHEM-190 and CHEM-255; and one additional course at the 200 level. Students who take CHEM-270 as their additional 200-level course may also need to take BIO-346 to satisfy medical schools' Biochemistry requirement.

Chemistry Courses

Cinema and Media Studies

Faculty

Special Appointment
James Bloom

Program Committee
Katheryn Doran (Philosophy)
Martine Guyot-Bender (French)
Robert Knight (Art)
Scott MacDonald (Art History), director
Kyoko Omori (Japanese)
Pavitra Sundar (Literature and Creative Writing)
Zhuoyi Wang (Chinese)

Department/Program Goals

The goal of Hamilton's Cinema and Media Studies Program is to blend study in film history and theory while providing students opportunities to pursue their own artistic visions through the uses of new technology.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Analyze films, regardless of genre and context, for their structure, approach, goals, social and political implications, and aesthetics

- Apply knowledge of the overall development and history of cinema and moving-image media, from a global perspective, in written and spoken work
- Produce creative work in forms employed in cinema and media studies
- Demonstrate knowledge of contexts, outside of the specific focus of moving-image media, within which cinema and media studies play a role

Concentration/Minor Description and Requirements

Hamilton's Cinema and Media Studies Program offers opportunities to explore cinema and media history and theory through in-depth, broadly ranging exposure to pivotal contributions and accomplishments in media-making, as well as through hands-on creative experiences. The focus of the concentration is to develop critical perspectives on the aesthetics, structures, and impacts of visual representations and new media technologies.

A concentration in Cinema and Media Studies (CNMS) consists of ten courses: eight core courses and two electives. These core courses include CNMS-120 (this course satisfies the College's Social, Structural, and Institutional Hierarchies requirement) and CNMS-301; three courses on media or cinema history or genre: options include PHIL-228, MUSIC-245/MUSIC-345, CNMS-290, and CNMS-330; at least one course in production: ART-116, ART-213, CNMS-335, THETR-105, THETR-130, THETR-212, THETR-213; one course in World Cinemas (see list below); and CNMS-500: senior seminar. Additionally, students take two electives chosen from the electives list below (or from the lists above).

All interdisciplinary majors require careful planning since courses depend on the offerings of individual departments and may change year by year.

Honors in CNMS is awarded to concentrators with at least a 3.7 average in the concentration and who complete CNMS-550 with a grade of at least A-.

Beginning with the class of 2019, a minor in Cinema and Media Studies comprises five courses: CNMS-120 and either four courses from the Theory/Genre list below. or three courses from the Theory/Genre list and one production course.

Courses and Requirements
2 credits:
CNMS-120 Introduction to the History and Theory of Cinema
CNMS-301 Avant-Garde and Experimental Film: Cinema as Theory and Critique

3 credits in THEORY/GENRE: choose among the following or comparable courses:
ARTH-130 Introduction to Visual Studies
ARTH-293 Modernism into Contemporary Art
FRNCH-160 History of French Cinema
GOVT-268 Political Film
PHIL-228 Philosophy and Film
MUSIC-245/MUSIC-345 Music in American Film
RELST-215 Religion in Film
CNMS-201 Introduction to Digital Humanities
CNMS-290 Facing Reality: A History of Documentary Cinema
CNMS-291 Classic American Film Comedy
CNMS-330 Digital History and New Media: Theories and Praxis

1 credit in PRODUCTION from the following list (or comparable courses):
THETR-105 Introduction to Theatre Production
ART-116 Introduction to Photography
THETR-130 Visual Storytelling
ARTH-206 Visual Storytelling & Digital Methods
ASNST-218 Smart Films for a Smart World
THETR-212 Scene Design
ART-213 Introduction to Video
ART-221 Introduction to Animation
THETR-213 Lighting Design
ART-301Advanced Digital Projects
ART-302 Advanced Photography
ART-313 Advanced Video
CNMS-335 Media and Production

(Production courses taken in programs abroad may fulfill this requirement.)

1 credit in WORLD CINEMAS from following list:
FRNCH-160 French Cinema through Work
RSNST-169 Dreams, Visions and Nightmares: Introduction to Russian Film
CHNSE-160 Modern China through Film
LIT-230 Bollywood
CHNSE-380 Transcultural Chinese-Language Cinema and Hollywood

(taught in language of origin)
FRNCH-374 African Cinema (in French)
HSPST-223 Introduction to Hispanic Cinema (in Spanish)
HSPST-323/HSPST-423 Re-imagining the Nation in Hispanic Film (in Spanish)
HSPST-362/HSPST-462 Literature on Film (in Spanish)
FRNCH-435 Picturing War (in French)

FRNCH-428 Cinematographic Memory (in French)
CHNSE-450 Chinese Revolution through Film (in Chinese)

1 credit for Senior Seminar: CNMS-500

(1 credit for Senior Honors Project: CNMS-550)

2 credits ELECTIVES from the following list (or from the lists above):
LIT-11 Food in Literature and Film
LIT-136 Performing Revenge
JAPN-160 Japanese Film, Animation, Literature
THETR-224 Playwriting
THETR-236 Outrageous Acts: Avant-Garde Theatre and Performance Art
JAPN-239/JAPN-339 Modern Japan: Japanese Culture and Society From A (-Bomb) to (Dragon Ball) Z.
ANTHR-259 Digital Technology and Social Transformation
LIT-266 Modernisms
CNMS-349 The Garden in the Machine: Place in American Cinema
ART-302 Advanced Photography
ART-313 Advanced Video
ARTH-207 Documentary Photography
ARTH-240 Visualizing World War II: Art and Mass Media in the 1940s
ARTH-319 Tex and Image in Cinema
RELST-145 World Films, World Faiths
RELST-331 Holocaust Literature and Films
LIT-374 The Hollywood Novel

Cinema and Media Studies Courses

Classics

Faculty

Anne Feltovich, chair
Amy Koenig
Martin Shedd
Jesse Weiner

Department/Program Goals

The goal of the Classics Department is to offer students an inclusive view of the ancient world and its relation to contemporary society through a focus on classical languages or classical studies.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Produce translations of passages by major authors in the target language (Greek and Latin for classical language majors; Greek or Latin for classics majors), demonstrating proficiency in vocabulary, grammar, and syntax
- Analyze sources, whether textual or material, in their social and historical contexts
- Compose original scholarly arguments using appropriate research methods and types of evidence
- Critically engage with the discipline's history, including the role that racism and other forms of cultural oppression have played in this history
- Productively juxtapose the classical past with modernity.

Concentration/Minor Description and Requirements

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages, which emphasizes work in Latin and Greek as keys to understanding the ancient world, requires a minimum of ten full-credit courses. Four of those courses, at least two of which must be numbered 300 or above, should be in one of the two languages; and three of them, at least one of which must be numbered 300 or above, should be in the other. Two courses in classical studies, in addition to CLASC-550, the Senior Project, are also required. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Students concentrating in classical languages are also required to complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies, which offers a study of ancient Greece and Rome with emphasis on only one of the languages, requires a minimum of ten full-credit courses. Six of those courses should be in classical studies, at least four of them numbered 200 or above and at least one numbered 300 or above. Two courses in either Greek

or Latin are required, one of which must be numbered 300 or above, along with CLASC-550, the Senior Project. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Junior and Senior concentrators in Classics may NOT elect the credit/no credit option for Classics, Greek or Latin courses. Courses taken in the department as credit/no credit BEFORE the declaration of concentration may count toward the concentration requirements ONLY with the permission of the department Chair.

Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens. Many students have also attended other programs in Rome and Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in a program in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek, and sometimes both, is an important factor in determining admission.

Hamilton's distinguished tradition in classics ensures that funds are available from numerous awards earmarked for classics students, especially for students who continue with Greek or Latin, or who choose to do graduate work in Greek.

Students who have earned an A- (3.67) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above, and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

Beginning with the class of 2020, students concentrating in Classics will satisfy the Social, Structural, and Institutional Hierarchies Requirement by completing coursework in any of the following courses: CLASC-205 (Pompeii), CLASC-280 (Ancient Comedy), CLASC-325 (Sexuality and Gender in Greece and Rome), CLASC-335 (Re-imagining the Classics), CLASC-372 (Unraveling Cleopatra), or CLASC-374 (Ancient Egypt).

Classical Studies Courses

Greek Courses

Latin Courses

College Courses and Seminars

Concentration/Minor Description and Requirements

College Courses are interdisciplinary or substantially outside the continuing curriculum of any department or program, and are normally team-taught or taught within an integrated cluster of related courses. College Courses provide opportunities for students to present their work to a larger audience during the semester.

College Courses and Seminars Courses

Computer Science

Faculty

Mark Bailey (on leave 2021-22)
Alistair Campbell, chair
Thomas Helmuth
David Perkins
Darren Strash

Department/Program Goals

The goal of the Computer Science Department is to prepare students to adapt and excel in an ever-changing field by combining a strong foundation in mathematics, logic, and language with exposure to the latest innovations in technology.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Apply core principles of program execution by

developing an assembler

- Demonstrate knowledge of programming language environments by implementing an interpreter
- Solve a given problem by writing an efficient algorithm that uses an appropriate data structure, analyzing its running time, and demonstrating that their algorithm works
- Demonstrate their mastery of appropriate programming constructs in written code

Concentration/Minor Description and Requirements

A concentration in computer science consists of either CPSCI-110, CPSCI-111, CPSCI-123, CPSCI-200, CPSCI-210 or CPSCI-380, CPSCI-220, CPSCI-240, CPSCI-410, and four 300-level courses; or CPSCI-101, CPSCI-102, CPSCI-200, CPSCI-220, CPSCI-230, CPSCI-240, CPSCI-410, and two 300-level courses. Students may substitute CPSCI-112 for CPSCI-110 and CPSCI-111.

Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by a concentration average of not less than 3.3, earning at least four credits in electives numbered 298 and above in the department, and achieving an average of not less than 3.5 in all 300-level courses taken in the department.

Students concentrating in Computer Science satisfy the SSIH requirement by selecting a course, in consultation with his/her academic advisor, from any department on campus that would help the individual student to address and expand his/her understanding of SSIH issues. The department will approve course selections. This requirement must be fulfilled by the end of the student's junior year.

A minor in computer science consists of five courses: CPSCI-101 or CPSCI-110, CPSCI-102 or CPSCI-111, two courses numbered 210 or higher, and one course numbered 300 or higher. CPSCI-290 and CPSCI-298 may not be counted towards satisfying the requirements for the minor.

A minor in Computer Science consists of five courses

Choose one of the following:

CPSCI-101	Computer Science for All	1
CPSCI-110	Introduction to Computer Science	1

Choose one of the following:

CPSCI-102	Design Principles	1
CPSCI-111	Data Structures	1

Take two courses numbered CPSCI-210 or higher:

Take one course number CPSCI-300 or higher

CPSCI-290 and CPSCI-298 may not be counted towards satisfying the requirements for the minor

Computer Science Courses

Faculty

Mary Beth Helderle, *Program Director*

Concentration/Minor Description and Requirements

The Critical Languages Program is a self-instructional program where students meet four times a week in small groups with a student tutor who is fluent in the language. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final exams, administered by external examiners.

Language study requires practice and conscientious preparation on a daily basis in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

The Critical Languages Program does not offer courses beyond second year and there is no minor or concentration available for these languages. Only languages listed in the Course Catalogue are offered.

Students with prior language experience must take a placement test prior to enrolling to determine appropriate level in order to receive course credit.

Students enrolled in the self-instructional courses must contact Mary Beth Helderle by 4 p.m. the first day of classes in order to schedule the class. As classes are contingent upon student tutor availability, on rare occasions a class is cancelled or, due to scheduling conflicts, a student is unable to take the class.

For additional information on the self-instructional format or languages currently offered, visit Critical Languages web site.

Critical Languages Courses

Dance and Movement Studies

Faculty

Elaine Heekin, chair
Bruce Walczyk

Special Appointments
Richard Lloyd
Sandra Stanton
Paris Wilcox

Department/Program Goals

The goal of the Dance and Movement Studies Department is to help students find and develop their own voices and identities through classes, workshops, projects, and productions that consider dance from creative, technical, historical, and scientific contexts.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Demonstrate proficiency in joint and muscular analysis through tests of demonstrated movements
- Critique their choreographic projects in an oral presentation or paper addressing both the process and finished work as it reflects their original intent
- Discuss dance from a historical perspective as a reflective lens of the time period

Concentration/Minor Description and Requirements

A concentration in dance consists of DANCE-201, DANCE-203, DANCE-205, DANCE-305, DANCE-307, DANCE-550 or DANCE-560, and four semesters of Martial Arts and Dance (DANCE-208, DANCE-308) and/or Intermediate Technique (DANCE-213, DANCE-215,DANCE-216) and/or Advanced Technique (DANCE-313, DANCE-315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (DANCE-550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (DANCE-560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained at least a 3.0 (85) average in dance courses will be prohibited from selecting the performance/choreography option as his/her senior project. The department highly recommends that students qualifying for and electing DANCE-560 (Senior Performance/Choreography) be enrolled in technique class during that semester. Students falling below the 3.0 (85) average will be required to register for an independent study as preparation for the project.

Beginning with the class of 2020, students concentrating in Dance and Movement Studies must fulfill the Social, Structural, and Institutional Hierarchies requirement by completing one of the following courses: Kinesiology (DANCE-205), Ballet in the 20th Century (DANCE-250), Martial Arts and Dance (DANCE-208/DANCE-308), or Composition/Choreography (DANCE-305/DANCE-307).

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three course selected from DANCE-201, DANCE-203, DANCE-205, DANCE-305 and DANCE-307, and two semesters of Martial Arts and Dance (DANCE-208, DANCE-308) and/or Intermediate Technique (DANCE-213, DANCE-215) and/or Advanced Technique (DANCE-313, DANCE-315).

Dance and Movement Studies Courses

Data Science

Concentration/Minor Description and Requirements

Hamilton College has been approved to offer a Concentration in Data Science. The requirements for the new concentration will be posted to the Catalogue soon.

Digital Arts

Faculty

Anna Huff

Program Committee
Nadya Bair (Art History)
Charlotte Botha (Music)
Amy Brener (Art)
Ryan Carter (Music)
Rob Knight (Art)
Nathan Goodale (Anthropology), director

Anna Huff (Digital Arts)
Celeste Moore (History)
Graham Espe, *ex officio*
Jeff Larson, *ex officio*
Bret Olsen, *ex officio*

Department/Program Goals

The goal of the interdisciplinary Digital Arts Program is to offer hands-on opportunities for cross-disciplinary collaboration, with an emphasis on digital, hybrid, and emerging technologies and practices. The program prepares students to participate ethically in a complex, highly mediated cultural landscape and critically examine the impact of rapidly evolving technology on society.

Concentration/Minor Description and Requirements

The minor in digital arts consists of five courses, and should include a 300 level course: the five courses are chosen in consultation with the Chair of the Digital Arts Program Committee, including at least three from the Digital Arts Studio Course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

DIGITAL ARTS STUDIO COURSES

Art
ART-103 Performance, Ritual and Technology
ART-116 Introduction to Photography
ART-205 Introduction to Media: Integrated Media and Emerging Practices
ART-213 Introduction to Video
ART-221 Introduction to Animation
ART-302 Advanced Photography
ART-313 Advanced Video

Dance
DANCE-180 Sound, Performance and Creativity

Music
MUSIC-103 Performance, Ritual and Technology
MUSIC-110 Music Theory for Non-Majors
MUSIC-205 Introduction to Media: Integrated Media and Emerging Practices
MUSIC-270 Introduction to Music, Sound and Technology
MUSIC-370 Advanced Audio Production

Theatre
THETR-103 Performance, Ritual and Technology
THETR-213 Lighting Design

RELATED COURSES

Anthropology
ANTHR-259 Digital Technology and Social Transformation
ANTHR-267 Introduction to Digital Ethnography: Virtual Fieldwork, Real Homework
ANTHR-281 Anthropology of Social Media
ANTHR-347 Visual and Media Anthropology

Art History
ARTH-130 Introduction to Visual Studies
ARTH-206 Visual Storytelling & Digital Methods
ARTH-218 Installation Art

Cinema and Media Studies
CNMS-267 Introduction to Digital Ethnography: Virtual Fieldwork, Real Homework
CNMS-320 Documentary Production for Ethnographically and Experimentally Inclined
CNMS-335 Media and Production

Physics
PHYS-136 Physics and Art
PHYS-175 The Physics of Musical Sound
PHYS-245 Electronics and Computers

Digital Arts Courses

East Asian Languages and Literatures

Faculty
Jessie Jia
Masaaki Kamiya, chair
Kyoko Omori
Zhuoyi Wang

Special Appointment
Xi Chen
Yu-Ping Huang
Woei Wei Koay
Haruka Snyder
Emi Tasho

Department/Program Goals

The goal of the East Asian Languages and Literatures Department is to introduce students to the region's changing identity while emphasizing the attainment of language proficiency as well as knowledge of East Asian culture, literature, film, and linguistics.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Write in Chinese or Japanese
- Speak fluently in the target language in both formal and informal contexts
- Communicate about East Asian literature and culture in both English and the target language
- Analyze objects and texts in both English and the target language

Concentration/Minor Description and Requirements

The East Asian Languages and Literatures Department consists of the Chinese program and the Japanese program. The department offers courses in Chinese and Japanese languages, film and media studies, literature, linguistics, and cultures. The department has concentrations and minors in both Chinese and Japanese.

Language courses focus on language acquisition and introduction to the cultures and civilizations of the target countries and regions. Both the Chinese and Japanese programs also offer culture, literature, film, media, linguistics, and pedagogy courses taught in English and the target languages. These courses are a vital part of the department's concentrations and minors, and the courses offered in English also attract students who have not studied the languages but are interested in the cultures and society of East Asia.

Chinese Concentration

A concentration in Chinese consists of nine courses numbered 140 or higher, including at least one 400-level course (in the target language and culture course) in each semester of the senior year, and the required senior project (CHNSE-550). Note that only one 100 level non-language course taught in English counts toward the major.

A minor in Chinese consists of five courses numbered 140 or higher, including at least one 400-level course.

After being approved by the EALL Department chair, students may use courses that focus on China that are offered by Chinese in EALL, the Asian Studies Program, or another department, to satisfy the concentration or minor requirements. Students who concentrate in Chinese may select the credit/no credit option for only one course used to fulfill their concentration requirements. Students in the minor may not use any courses graded CR/NC for minor requirements.

Japanese Concentration

A concentration in Japanese consists of nine courses numbered 140 or higher, including at least one 400-level course (in the target language and culture course) in each semester of the senior year, and the required senior project (JAPN-550). Note that only one 100 level non-language course taught in English counts toward the major.

A minor in Japanese consists of five courses numbered 140 or higher, including at least one 400-level course.

After being approved by the EALL Department chair, students may use courses that focus on Japan that are offered by Japanese in EALL, the Asian Studies Program, or another department, to satisfy the concentration or minor requirements. Students who concentrate in Japanese may select the credit/no credit option for only one course used to fulfill their concentration requirements. Students in the minor may not use any courses graded CR/NC for minor requirements.

To obtain departmental honors, students must have an average of A- (A- = 3.67) or higher in all coursework in Chinese or Japanese.

Study of the Chinese and the Japanese languages to the level of CHNSE-140/JAPN-140 in the East Asian Languages and Literatures department also satisfies the two-year language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

It is highly advised that students interested in beginning or continuing their Chinese or Japanese language studies make an immediate start with the 100- or 200-level courses in the first semester, or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites, unless otherwise noted.

The Chinese Program sends students to its own study abroad program, Associated Colleges in China (ACC). The

Japanese Program has a list of recommended programs, and students will select a program in consultation with faculty.

SSIH Requirements
Along with its curricular mission and disciplinary expectations, both the Chinese and Japanese programs require their concentrators to fulfill the College's Social, Structural, and Institutional Hierarchies (SSIH) requirement. Students concentrating in Chinese or Japanese need to take one of the courses listed below:

CHNSE-425 Current Issues in China
CHNSE-442 Cinematic Heroes and Heroines in Post-Mao China
CHNSE-450 Remembering Chinese Revolution through Film
JAPN-401 Selected Readings in Japanese
JAPN-402 Japanese Textual Analysis and Translation

Associated Colleges in China

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics, religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

A concentration in Chinese consists of nine courses

All concentrators must take the following six courses.

CHNSE-140	Fourth-Term Chinese	1
CHNSE-200	Third-Year Chinese I	1
CHNSE-220	Advanced Chinese II	1
CHNSE-436	Chinese Legends in Film	1
CHNSE-442/CNMS 442	Cinematic Heroes and Heroines in Post-Mao China	1
CHNSE-550	Senior Project	1

Three electives at the 200- or 300-level

Choose courses from EALL or related courses (Consult with Department Chair).

A concentration in Japanese consists of nine courses

All concentrators must take JAPN-140 or higher

JAPN-140	Fourth-Term Japanese	1
JAPN-200	Advanced Japanese I	1
JAPN-220	Advanced Japanese II	1
JAPN-401	Selected Readings in Japanese	1
JAPN-402	Japanese Textual Analysis and Translation	1
JAPN-550	Senior Project	

Three electives at the 200- or 300-level

Choose courses from EALL or related courses (Consult with Department Chair).

Chinese Courses

Japanese Courses

Economics

Faculty

Mohamad Alloush (on leave 2022-2023)
Erol Balkan
Eliane Barker
Emily Conover
Jeffrey Cross
Cody Couture
Christophre Georges
Paul Hagstrom
Derek Jones
Ann Owen, *chair*

Jeffrey Pliskin
Evelyn Skoy
Stephen Wu
Wei Zhan

Special Appointments
Margie Morgan-Davies
Stephen Owen

Department/Program Goals

The goal of the Economics Department is to educate engaged citizens who understand the economic institutions they are part of and who are able to assess and develop opportunities for responsible participation and positive social change.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Design a research plan to address an economic question
- Competently implement a research plan
- Communicate findings from the research plan

Concentration/Minor Description and Requirements

A concentration in economics consists of nine economics courses. The economics courses must include five core courses and four elective courses. The five core courses are ECON-100, ECON-166, ECON-266, ECON-275, and ECON-285. MATH-113 or its equivalent is one of the prerequisites for ECON-275. At least one elective must be at the 400-level and at least one must be at the 500-level and taken as a senior. Economics concentrators may not take any full-credit course offered by the Economics Department at the 200-level or higher on a CR/NC basis. Economics concentrators can apply, at most, one 100-level course taken on a CR/NC basis towards the concentration.

The Senior Thesis will be completed in the 500-level course. All 500-level courses except ECON-560 will have a corresponding 400-level elective as a co-requisite or prerequisite. Most economics concentrators will need to take both the 500-level course and the corresponding 400-level co-requisite in the same semester in their senior year.

Concentrators must complete the five core courses by the end of the junior year so that they may apply these analytical tools in their 400 level and 500 level courses. Additionally, ECON-266, ECON-275 and ECON-285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the Department does not classify any transferred courses at the 400 level or above. See the departmental website for additional information on procedures for transferring credit for economic courses taken off-campus. Additionally, Independent Study ECON-499 is not classified as a 400 level elective. Exemption from these requirements is granted only in unusual cases. ECON-166 is not open to students who have taken MATH-152 or MATH-252 or MATH-253 or MATH-352. Students intending to fulfill a major requirement by taking ECON-166 and who have completed one of these courses prior to taking ECON-166 must take one additional economics course and one additional course outside the Department, selected in consultation with the department chair. ECON-220, ECON-230 and ECON-235 do not count toward the concentration.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take selections from 400-level courses, ECON-560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult “Information for Prospective M.B.A. Students,” a document available at the Career Center Web site, for additional recommendations.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete ECON-560, have a grade point average of at least 3.3 for all courses that satisfy the concentration and write an outstanding Senior Thesis.

A minor in economics consists of four core courses and one additional economics course, with the exception of ECON-220, ECON-230 or ECON-235, which do not count toward the minor. The four core courses are ECON-100, ECON-166, ECON-275, ECON-285. ECON-275 and ECON-285 must be taken at Hamilton. If the student’s concentration is in public policy, the 100-level Economics courses cannot count in both the student’s concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program. Economics minors may not take any full-credit course offered by the Economics

Department at the 200-level or higher on a CR/NC basis. Economics minors can apply, at most, one 100-level course taken on a CR/NC basis towards the minor.

Seniors may not preregister for ECON-100 but may add this course at the beginning of each semester, space permitting.

Economics Courses

Education Studies

Faculty

Special Appointments
Tracy Facchini
Richard Hunt

Program Committee
Stephen Ellingson (Sociology)
Chaise LaDousa (Anthropology), director
Stephen Wu (Economics)

Department/Program Goals

The goal of the Education Studies Program is to provide knowledge of the history of theory in the study of education as well as a methodological orientation to inquiries in education.

Concentration/Minor Description and Requirements

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments.

The five-unit minor in education studies consists of EDUC-102 or EDUC-200, EDUC-203 or EDUC-350 and three other courses.

Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies.

Education Studies Courses

English for Speakers of Other Languages

Faculty

Barbara T. Britt-Hysell, *Coordinator*
John Bartle (German and Russian Languages and Literatures)

Concentration/Minor Description and Requirements

English for Speakers of Other Languages (ESOL) is a program that provides a variety of instructional services to a broad range of students for whom American English is not their first or native language. The program critically engages the cultural traditions and perspectives that challenge a student's analytic discernment while discovering and explaining their ideas and solving problems using higher level thinking and writing skills. We aim to learn and benefit from how culture and language affect learning, speaking, listening, and reading as well as the writing process and the evaluation of academic discourse in the college classroom. Activities include a weekly radio show and a Spectator column called "From Where I Sit" as well as on-going tutorials, weekly conversation tables, pronunciation workshops, an interactive website, and two writing intensive courses.

The courses facilitate ESOL students to sharpen their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. The ESOL-102 is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

English for Speakers of Other Languages Courses

Environmental Studies

Faculty

Priya Chandrasekaran
Wyatt Galusky
Heather Kropp
Aaron Strong

Special Appointments

Alma Lowry
Alicia Luhrrsen-Zombek

Program Committee
Catherine Beck (Geosciences)
Peter Cannavo (Government)
Mackenzie Cooley (History)
Heather Kropp (Environmental Studies)
Onno Oerlemans (Literature)
Todd Rayne (Geosciences)
Julie Starr (Anthropology)
Aaron Strong (Environmental Studies)
Andrea Townsend (Biology), director

Department/Program Goals

The goals of the Hamilton College Environmental Studies Program are to provide students with the knowledge, skills, and interdisciplinary perspectives to understand the causes and consequences of, as well as potential solutions to, the world's pressing environmental challenges, and to enable them to become environmentally conscious citizens.

Department/Program Student Learning Outcomes

Students will learn to:

- Explain the causes of, impacts of, and potential solutions to climate change
- Analyze how history, power, and identity shape environmental justice
- Apply appropriate research methods to answer a research question about a pressing environmental problem

Concentration/Minor Description and Requirements

This interdisciplinary program includes its own faculty and is also supported by contributions of faculty members from a number of other departments.

The Concentration in Environmental Studies

Note: For the Class of 2021 and Class of 2022, requirements are those appearing in the course catalog of the year in which you declared the concentration, with the exception of being able to fulfill the Senior Program with ENVST-520 or a single semester thesis (ENVST-550) and with the exception of requiring only three electives and not four electives. These adjustments provide more flexibility to those in Class of 2021 and Class of 2022 than the original requirements.

Starting for the Class of 2023, the Environmental Studies concentration consists of 11 courses: 4 required core courses, 4 foundational breadth courses, and 3 electives, and the Senior Program.

There are four core required courses for concentrators: ENVST-110 Intro to Environmental Studies, ENVST-206 Environmental Data Science, ENVST-212 Climate Change, and ENVST-234 Environmental Justice. These are normally taken in the first or second year. ENVST-234 fulfills the Social Structural and Institutional Hierarchies requirement for the concentration.

Students are required to fulfill four breadth requirements by selecting ONE course from each of the following four categories. 1. Earth Science: Any 100-Level Geoscience course; 2. Life Science: Any BIO-100 course; 3. Environmental Social Science: Any one of the following: ENVST-285 Environmental Politics, ENVST-287 Environmental Political Theory, ENVST-235 Globalization and Agriculture, ECON-380: Environmental Economics, ENVST-218: Landscape: People, Place and Past; 4. Environmental Humanities: Any one of the following: ENVST-157: Introduction to Environmental History, ENVST-266: Global Environmental History, ENVST-255: Gender and the Environment, LIT-267: Literature and the Environment, PHIL-235: Environmental Ethics. We strongly recommend that at least two foundational breadth courses should be taken during the first year: an introductory (100-level) Geosciences course and Biology-100.

All concentrators must also take three electives from the approved list below of ENVST and other environmentally related courses. Upon declaring their concentration, students should meet with their concentration advisor to discuss a focal area of study to help guide the selection of elective courses in the major. Students are encouraged to align their electives thematically around a topic, but the requirement is simply three courses from the list.
• No more than one 100 level course
• At least one 300 level course
• May include up to two transfers from study abroad programs
• Additional foundational course options for Environmental Social Sciences and Environmental Humanities listed above CAN be counted as electives toward the major

Approved ENVST Electives
Note: Courses not appearing on this list but which were previously designated ENVST at the time that the student took them will count as electives.

RELST-155/ENVST-155 Religion and the Wild

HIST-158W/ENVST-158W Climate and Migration

ENVST-160W Carbon Footprints and Sustainability

ARCH-218/ENVST-218 Resilience and Collapse

ENVST-220 Culture and History of the Adirondack Park

ENVST-222 Environmental Spatial Analysis

ENVST-224 Environmental Futures

ENVST-235 Globalization and Agriculture

ENVST-237 Intro to the Science of Food

WMGST-255/ENVST-255 Labor, Gender and the Environment

HIST-266/ENVST-266 Global Environmental History

GOVT-285/ENVST-285 Introduction to Environmental Politics

GOVT-287/ENVST-287 Political Theory and the Environment

ENVST-290 Nature and Technology

ARTH-302/ENVST-302 Architecture and the Environment

ENVST-305 Climate Risk and Resilience

HIST-307/ENVST-307 Environment and Technology in Africa

RELST-310/ENVST-310 Seminar on Religion and the Environment

ENVST-315 Examining Rurality

ENVST-318 Environment and Natural Resource Conflict

ENVST-320W Renewable Energy Systems

ENVST-325 Environmental Data Science

ENVST-340 Changing Arctic Ecosystems

GOVT-360W/ENVST-360W Politics and Theory of Place and Space

ENVST-380 Community Engaged Communication

ANTHR-272 Anthropology of Food

ANTHR-312 Food Justice in the Mohawk Valley

BIO-237 Ecology

BIO-250 Biodiversity

BIO-260 Geomicrobiology

BIO-419 Life and the Seasons

BIO-427 Animal Behavior and Disease

ECON-380 Environmental Economics

ECON-417 Topics in Environmental Economics

ECON-427 Trade and the Environment

FRENCH-326 Ecocritique: Environmental French Literature

GEOSC-209 Hydrogeology

GEOSC-211 Paleoenvironmental Reconstruction

GEOSC-227 The East African Rift System

GEOSC-236 Soils and the Environment

GEOSC-250 Seminar of the Geology of the Desert SW

GEOSC-290 Paleontology

GEOSC-291 Field Studies in the Desert Southwest

GEOSC-235 Volcanoes, Climate, and Resources

GEOSC-380 GIS for Geoscientists

HIST-225 Scientific Revolutions

LIT-260 Human Identity in the Natural World

LIT-267 Literature and the Environment

PHIL-221 Philosophy of Food

PHIL-235 Environmental Ethics

These courses may not be offered on a regular basis but count as Environmental Studies electives:

BIO-226 Wetland Ecology and Conservation

GOVT-286 Environmental Policy and Economics

The Senior Program in Environmental Studies is fulfilled through one of two options
• Option 1: ENVST-520 Senior Practicum Capstone
• Option 2: Senior Thesis Comprising ENVST-549 (Fall) and ENVST-550 (Spring)

Honors: Students who have earned at least a 3.5 average in courses toward the concentration may receive honors in Environmental Studies through distinguished work on the Senior Project – either the capstone or the senior thesis.

Note that for the Class of 2023, the requirements are the same as those listed above, with the exception that ENVST-210 Gateway to Environmental Studies can be counted in place of ENVST-110 Intro to Environmental Studies.

The Minor in Environmental Studies
Starting with the Class of 2023, the minor in Environmental Studies consists of five courses: ENVST-110 Intro to Environmental Studies, a 100-level Geoscience course, and three other ENVST core or elective courses, with at least one of those 300-level course.

Environmental Studies Courses

Foreign Languages

Martine Guyot-Bender, chair
Anne Feltovich
M. Cecilia Hwangpo
Masaki Kamia
Edna Rodriguez
Zhuoyi Wang

The concentration in Foreign Languages will no longer be offered by Hamilton College. The last Class that can declare the concentration in Foreign Languages will be the Class of 2022.

A concentration in foreign languages requires the completion of ten courses, at least five at the 200-level and above in each of the languages; it also requires a senior project/thesis in one of the languages of study. Study abroad in both languages is recommended. All concentrators in foreign languages are also required to take a language proficiency test in the two languages during senior year. Foreign language majors fulfill the Social and Structural Institutional Hierarchy requirement by following the rules of one of the languages involved in their major (see home page of language department). Students should have an advisor in each of the languages. Each department involved in the major has specific requirements with which students must comply. See below:

Chinese
Two 200-level
One 300 level
One 400 level

If Chinese is chosen for the thesis, a research paper written with Chinese and English material will be required and defended in Chinese.

Classics (Latin or Greek)
Two 300-level courses in either Latin or Greek
Senior project will be determined in consultation with the department.

French
Two 200-level
One 300- or 400-level
One 400-level during senior year

If French is chosen for the thesis, a research paper written and defended in French will be required.

Hispanic studies
Two 200-level
One 300-level
One 400-level during senior year

If Hispanic Studies is chosen for the thesis, a research paper written and defended in Spanish will be required

Japanese
4 courses in Japanese at the 200 level or above
1 course in translation at the 200 level or above

If Japanese is chosen for the thesis, a research paper written and defended in Japanese will be required.

Students are advised to begin, or continue, their study of a foreign language early in their college career.

The College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Instruction in the following languages is offered at Hamilton:

Part of the foreign language major:
Chinese (see East Asian Languages and Literatures (p. 19))

French (see French)
Greek (see Classics (p. 15))
Japanese (see East Asian Languages and Literatures (p. 19))
Latin (see Classics (p. 15))
Spanish (see Hispanic Studies (p. 33))

Not part of the foreign language major
Arabic (intermediate level, see Critical Languages (p. **Error! Bookmark not defined.**))
Italian (intermediate level, see Critical Languages (p. **Error! Bookmark not defined.**))
German (see German (p. 30) and Russian Studies (p. 30))
Russian (see German (p. 30) and Russian Studies (p. 30))
Other languages (see Critical Languages (p. **Error! Bookmark not defined.**))

French and Francophone Studies

Faculty

Martine Guyot-Bender (away 2021-22, Hamilton in France)
Roberta Krueger
Cheryl Morgan, chair
Claire Mouflard
Joseph Mwantuali
Katarzyna Stempniak

Department/Program Goals

The goal of the French and Francophone Studies Department is to encourage an appreciation of the heritage and culture of French-speaking peoples and help students develop language proficiency necessary for a mature understanding of France and Francophone countries, past and present.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Communicate effectively in oral and written French
- Construct interpretive arguments about a variety of works, and/or historical or contemporary events from areas of the world in which French is spoken
- Research and present clear results in written and spoken form

Concentration/Minor Description and Requirements

GENERAL

A concentration in French and Francophone Studies consists of nine courses numbered 140 or higher. All courses must be taught in French and include: one course focusing on writing (FRNCH-200); one course in text analysis and critical reading (FRNCH-211, FRNCH-212, or approved equivalent); one course focusing on historical/social/cultural/political aspects of France (FRNCH-250, FRNCH-285 or approved equivalent); one course focusing on historical/social/cultural/political aspects of another Francophone area of the world or African/North African diaspora in France (FRNCH-280, or equivalent); two 400-level seminars during senior year, one each semester; two electives beyond Fr 200 taken on campus or abroad. Majors fulfill the Social, Structural, and Institutional Hierarchies requirement by taking a course that focuses on historical/social/cultural aspects of any Francophone areas of the word, including France (FRNCH-250; FTNCH-285; FRNCH-280 or approved equivalent).

Note: At least one course taken for the concentration must include literature, history or the arts from before the twentieth century.

Any course in the arts and the social sciences offered by another department and concentrating specifically on France or another Francophone region can satisfy one of the 200-level culture courses requirement but does not count as one of the nine concentration courses. The student would need to take a third elective.

With the department's permission, students who start their study of French at Hamilton in French 110 and attend HiF or another approved Francophone program abroad entirely conducted in French (e.g. Hamilton in France) for at least one semester may count FRNCH-130 toward the total of nine courses for the major.

Students placed by the Department in or above FRNCH-200 and who complete the course in the Fall semester of their first year may count one course taught in English from another department that focuses specifically on France or another Francophone area of the world as part of the nine courses.

No courses taken C/NC may be counted toward the concentration or the minor.

SENIOR YEAR

During their senior year, concentrators must: 1) enroll in at least one 400-level course during both the fall and spring semesters; 2) complete a senior paper in conjunction with one of the 400-level seminars; 3) participate in an assessment of their oral proficiency in an interview

conducted by outside examiners.

Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

HONORS

Students with a cumulative average of A- for the nine courses in the Department are eligible for honors. A senior completing an independent research project in FRNCH-550 is exempted from writing the senior paper in the spring seminar, but is expected to complete all the other assignments.

MINOR: A minor in French consists of five courses numbered 140 or higher, including at least one course focusing on literature (FRNCH-211, FRNCH-212 or other) and one course at the 300 level or higher.

COURSES IN ENGLISH

The Department offers a limited number of courses in English on French and Francophone topics that may be of interest to students from any number of departments. Please see FRNCH-160 and FRNCH-240 below at the end of the list.

HAMILTON IN FRANCE

Open to students in good standing at the Fr 140/200 level, Hamilton in France is fully integrated with Hamilton's academic program. It can enhance every student's studies, regardless of his or her major.

After a preliminary orientation in Biarritz in the Basque Country (Fall) or in Paris (Spring) and in consultation with the director, students choose to enroll in courses among those designed for Hamilton students and those offered at various Paris universities and post-secondary institutions in all academic fields.

Depending on their linguistic ability and academic preparation, HiF students may choose from among a wide variety of courses in the Arts and Art History, Cinema, Economics, French language and literature, History, Music, Philosophy, Political Science, Natural Sciences and Math, Sociology, and Theatre, at the University of Paris 3, Paris 6, Paris 7 or at institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. With permission of their department, majors in the Arts may take courses in their field including Studio Art, Photography, and Theater. For more complete information refer to hamilton.edu/academics/offcampusstudy/france

All courses taken through Hamilton in France count toward Hamilton's graduation requirements. In addition, students with concentrations other than French and Francophone Studies may, with approval from the appropriate department, apply HiF courses to their concentration (e.g. Political Science, History).

While the French and Francophone Studies department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester, Hamilton in France program welcomes students for either a full academic year or for one semester. Concentrators and other engaged language students are encouraged to participate in the nine-month program.

French and Francophone Studies Courses

Translation Taught in English Courses

Geoarchaeology

Faculty

Program Committee
David Bailey (Geosciences)
Catherine Beck (Geosciences), co-director
Nathan Goodale (Anthropology), co-director
Colin Quinn (Anthropology)

Department/Program Goals

The goal of the Geoarchaeology Program is to encourage connections between geological concepts and methods to aid in the interpretation of the archaeological record of past societies.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Engage with disciplinary fundamentals from anthropological archaeology
- Engage with disciplinary fundamentals from geosciences
- Combine practice and methodology through research design
- Apply disciplinary perspective(s) in an original research project

Concentration/Minor Description and Requirements

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: ARCH-106 and any 100-level Geoscience course; ARCH-325; two courses from ARCH-243, ARCH-245 or ARCH-249; GEOSC-211; two courses from GEOSC-220, GEOSC-236 or GEOSC-290; and GEARC-500 and GEARC-501. Concentrators must fulfill their senior project requirement through satisfactory completion of GEARC-500 and GEARC-501. Beginning with the class of 2020, students concentrating in Geoarchaeology will satisfy the Social, Structural, and Institutional Hierarchies requirement by completing the requirement offered in either Anthropology, Geosciences, or both. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take field courses in both disciplines, especially ARCH-281 and ARCH-282. Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

Geoarchaeology Courses

Geosciences

Faculty

David Bailey
Catherine Beck, chair
Kristopher Kusnerik
Todd Rayne
Nicolas Roberts
Barbara Tewksbury

Department/Program Goals

The goal of the Geosciences Department is to ensure that students are actively engaged in developing a broad and deep background in how the Earth works, in analyzing compelling and relevant questions from a geoscience perspective, and in communicating their work effectively in order to prepare them to make better personal and professional decisions involving Earth-related issues.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Evaluate, using reliable sources, the current state of knowledge, major controversies, and unknowns about a geoscience topic
- Collect appropriate data to solve geologic problems
- Defend arguments with evidence
- Effectively communicate to a variety of audiences the geological ideas and data that inform decision-making involving geoscience issues

Concentration/Minor Description and Requirements

A concentration in Geosciences consists of 10 units of credit in Geosciences, including one course in Principles of Geoscience (GEOSC-101 to GEOSC-115), GEOSC-209, GEOSC-211, GEOSC-220, GEOSC-230, GEOSC-290, GEOSC-510, GEOSC-511, GEOSC-551, GEOSC-552 and two other courses in Geosciences numbered 200 or higher, and a two-course sequence in a supporting science. The sequence of two courses in one of the supporting sciences consists of CHEM-120 or CHEM-125 and a second chemistry course numbered 190 or above, PHYS-100 and PHYS-105 or PHYS-190 and PHYS-195, MATH-113 and MATH-116, CPSCI-101 and CPSCI-102, or any 100-level Biology course and a second Biology course at the 200-level or higher with a lab. The supporting science requirement must be discussed with the department chair at the time of declaration of concentration and should be completed before the start of senior year. All concentrators, especially those planning a career in the Earth and Environmental Sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests.

A Senior Project consisting of four half-credit courses (GEOSC-510, 511, 551, 552) is required for the concentration. The College's Social, Structural, and Institutional Hierarchies (SSIH) requirement is integrated into the department's Senior Seminar.

Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project, and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience

and four units of credit in other Geoscience courses at the 200-level or above that are approved by the department. GEOSC-212 cannot count towards the minor.

Geosciences Courses

German, Russian, Italian, and Arabic

German Studies

Faculty

Chris Burwick
Franziska Schweiger

Program Committee

John Bartle (Russian)
Chris Burwick (German)
Alan Cafruny (Government)
John Eldevik (History)
Rob Hopkins (Music)
Franziska Schweiger (German)

Department/Program Goals

The goal of Hamilton's German Studies Department is to examine from an interdisciplinary perspective the language, literature, culture, historical development and politics of German-speaking countries.

Department/Program Student Learning Outcomes

Students will learn to:

- communicate effectively in written and oral German
- demonstrate understanding of the literary, historical, and political events and works that shape German culture and society
- conduct multidisciplinary research in German Studies

Concentration/Minor Description and Requirements

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German Studies consists of nine courses, which must include GERMN-200 and GERMN-310 (or equivalent from study abroad), a 400-level German seminar, GERMN-500 (Senior Project) and five courses from the list of approved courses. No more than three courses from departments outside of German may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (GERMN-110, GERMN-120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged. In order to fulfill the Social, Structural, and Institutional Hierarchies Requirement, students must complete a 400-level seminar.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one course in translation are required.

The following courses may be counted toward the concentration. With consultation of the department adviser, other courses might be considered.

German language and literature courses: GERMN-130, GERMN-140

Other core courses (course specific prerequisites must be observed):
GOVT-214 Politics in Western Europe
GOVT-291 International Political Economy
GOVT-355 The European Union in World Affairs
HIST-117 Europe since 1815
HIST-212 Modern Germany: 1789 to the Present
HIST-224 Vienna: The Art of Empire
HIST-314 Nazi Germany
MUSIC-221 From Bach to Bartók
PHIL-463 Seminar in Metaphysics: Nietzsche

German Studies Courses

Russian Studies

Faculty

John Bartle

Program Committee

John Bartle (Russian)
Jason Cieply(Russian)
Shoshana Keller (History)
Sharon Rivera (Government)

Department/Program Goals

The goal of Hamilton's Russian Studies program is to explore in a deep, interdisciplinary way the language, literature, culture, history, and politics of the Russian-speaking countries of Eurasia.

Department/Program Student Learning Outcomes

Students will learn to:

- communicate, both orally and in writing, with native and near-native Russian speakers on a variety of non-technical topics
- paraphrase unabridged Russian texts, including internet sites
- conduct multidisciplinary research in Russian Studies
- lead a substantive conversation about the literary, historical, and political events and works that shape Russian culture

Concentration/Minor Description and Requirements

Russian Studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian Studies consists of nine courses: the core courses RSNST-221, RSNST-222 and RUSSN-370; five other courses from the list below; and the Senior Project (RSNST-550), which must include use of Russian language sources. Completion of the Senior Project requires registration in RSNST-550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below. All 100-level courses are open to juniors and seniors. In order to fulfill the Social, Structural, and Institutional Hierarchies Requirement, students must complete two of the following courses: RSNST-100, RSNST-169, RSNST-213, RSNST-221, RSNST-222, or RSNST-225.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in RUSSN-370. Near-native and heritage speakers are encouraged to enroll in any of the Russian Studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian Studies.

Russian Language Courses

Translation Courses

Italian

Faculty

Mary Sisler
Melissa Demos

Concentration/Minor Description and Requirements

An Italian Studies minor is an interdisciplinary course of study that centers on the language, literature, culture, and history of Italy. The Italian Studies minor consists of five courses numbered 130 or higher including either ITALN-200 or ITALN-220 and at least one elective course in translation chosen from ITALN-150, ITALN-155, ITALN-165, ITALN-233, and one of the other courses taught in translation listed below. In consultation with the program director, other courses may be considered for approval towards the minor, including electives taken during study abroad in Italy. ITALN-298 is a ¼ credit course that can be applied towards the minor only if taken four times in conjunction with different ITALN courses that are taught in translation.

ITALN-130 Third Term Italian
ITALN-140 Fourth Term Italian
ITALN-200 Introduction to Italian Literature and Culture
ITALN-220 Introduction to Italian Literature and Culture II
ITALN-150 Italian Culture Through Film
ITALN-155 Mafia Myths and Realities
ITALN-165/HIST-165 Italian Renaissance Civilization and Culture
ITALN-233/LIT-233 Sins and Sinners in Dante's Inferno
ITALN-298 Advanced Language and Culture

Other Hamilton courses taught in English which might count towards the Italian Studies minor (course specific prerequisites must be observed):
AFRST-130 Black Spaces
AFRST-306 Seminar: Black Europe
ARTH-262 Greece, Rome, and the Mediterranean
ARTH-282 Art in Renaissance Italy
CLASC-120/HIST-120 Roman Civilization

CLASC-205 Pompeii
GOVT-214 Politics in Western Europe
GOVT-355 Europe in World Affairs
HIST-109 Early Modern Western Europe, 1450-1800
HIST-126 Conquest of the Americas
HIST-225 History of Ideas: Science & Revolution from the Ren to the Enlightenment
HIST-226 History of Ideas: Science and Revolution from the Renaissance to the Present

Italian Courses

Arabic

Faculty

Mireille Koukjian

Concentration/Minor Description and Requirements

Arabic is regularly offered at both the first- and second-year levels. Advanced language study is occasionally available at the discretion of the faculty. While there is no concentration or minor in Arabic, both Arabic and Hebrew are primary contributors to the minor in Middle East and Islamic World Studies. Also, World Politics majors with a focus on the Middle East must achieve at least a fourth-semester level of the language. Arabic can be useful to students with a background in political science or international studies because of the urgent demand for Arabic in contemporary world affairs.

Arabic

Government

Faculty

Frank Anechiarico
Alan Cafruny (away fall 2021, Washington, D.C., Program)
Peter Cannavò, chair
Alexsia Chan (away spring 2021, Washington, D.C., Program)
Ziqiao Chen
Heather Conley
Erica De Bruin
Gbemende Johnson (on leave fall 2021)
Kira Jumet
Philip Klinkner (on leave spring 2022)
Gregory Koutnik
Pedram Maghsoud-Nia
Robert Martin
Stephen Orvis
David Rivera
Sharon Rivera (on leave spring 2022)
Heather Sullivan
Joel Winkelman
David Wippman (College President)

Special Appointments
Robin Quinville

Department/Program Goals

The goal of the Government Department is to engage students in discussion pertaining to the political dynamics of human life through research and intensive writing. Students emerge prepared to shape, analyze, and fully participate in civic life.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Make reasonable inferences from data and evidence in order to draw logical conclusions about historical and contemporary political phenomena
- Effectively communicate ideas in clear writing
- Use foundational principles of political science to plan and carry out independent research
- Consider alternative perspectives in order to respond to counter-arguments

Concentration/Minor Description and Requirements

The department offers concentrations in government, world politics and public policy as follows, and students may not concentrate in more than one of them:

GOVERNMENT

A concentration in government consists of 10 courses: GOVT-116, GOVT-117 and either GOVT-112 or GOVT-114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level (one of which must be writing-intensive and taught by a Government Department instructor), at least one of which must fulfill the Social, Structural, and Institutional Hierarchies Requirement (see below), and one must be the Senior Project (GOVT-550). A minor in government consists of five courses, with at least two of

these at the 200 level or above.

After declaring the concentration, students may not take any course on a credit/no credit basis if the course will be used to fulfill concentration or minor requirements.

Honors in government or world politics requires a GPA of 3.7 in the major by the end of the sixth semester, maintaining that average at graduation, and the successful completion of GOVT-549 and GOVT-551.

WORLD POLITICS

The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take a total of 11 courses, including the following core courses: GOVT-112, GOVT-114, GOVT-117 (one of which must be writing-intensive); GOVT-240 or GOVT-290; GOVT-226 or GOVT-291; at least one of which must fulfill the Social, Structural, and Institutional Hierarchies Requirement (see below), and GOVT-550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be a writing-intensive course at the 300 level and taught by a Government Department instructor. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

After declaring the concentration, students may not take any course on a credit/no credit basis if the course will be used to fulfill concentration or minor requirements.

Public Policy

See the public policy (p. 53) section in this catalogue.

Social, Structural, and Institutional Hierarchies Requirement:

Political science provides insights into the formation and persistence of structural and institutional hierarchies as well as to the political and social movements that have challenged them. Students in Government and World Politics must take at least one course where these issues are specifically addressed by the entire course or substantial portions of it. Among the courses that we believe currently meet the requirement are listed below. Other courses, with the permission of the instructor, the student's advisor, and the department chair, may also be used to satisfy the requirement.

Government Courses

Hebrew

Concentration/Minor Description and Requirements

Hamilton College offers courses in Modern Hebrew through the 4th semester.

Hebrew Courses

Hispanic Studies

Faculty

Marissa Ambio
Jessica Burke, chair
Marcelo Carosi
M. Cecilia Hwangpo
Edna Rodríguez-Plate (away 2021-22 Hamilton College Academic Year in Spain)
Joana Sabadell-Nieto (on leave 2021-22)

Special Appointments
Ignacio Huerta Bravo
Vicente dos Santos
Mariel Martinez Alvarez
Jeremy Medina
Brisa Núñez García

Department/Program Goals

The goal of the Hispanic Studies Department is to help students employ the methods of literary and cultural analysis to develop an informed understanding of Spain, Latin America, and Hispanic U.S., and to reach oral and written proficiency in the Spanish language.

Department/Program Student Learning Outcomes

Students will learn to:

- demonstrate oral proficiency in Spanish.
- demonstrate written proficiency in Spanish.
- utilize their curricular studies of the Spanish language and Hispanic cultures through experiential learning.
- demonstrate disciplinary practice by producing literary/film criticism that argues an original thesis.

Concentration/Minor Description and Requirements

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latinx literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including HSPST-200 or HSPST-201, and HSPST-210 or HSPST-211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinx may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country. Beginning with the class of 2020, students concentrating in Hispanic Studies must satisfy the Social, Structural, and Institutional Hierarchies requirement by completing HSPST-200: Exploring Hispanic Texts, or HSPST-201: Spanish for Heritage/Bilingual Speakers.

In order to complete the Senior Program, senior concentrators in Hispanic Studies (non-honors candidates) will: 1) enroll in a 300-level or 400-level course in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in a 400-level course in Hispanic Studies in the fall semester; 2) enroll in HSPST-550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 3.7 or better in the nine courses required for the major and must complete HSPST-550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the fall 400-level course requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including HSPST-200/HSPST-201 and HSPST-210/HSPST-211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

Note: 200-level courses are not open to students who have previously taken 300-level courses in Hispanic Studies or in a Spanish-language study abroad program. Students with a concentration or minor in Hispanic Studies cannot take HSPST courses on a credit/no credit basis.

THE ACADEMIC YEAR IN SPAIN

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell,

Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. Language and civilization classes form part of the fall orientation program in Galicia, while a similar orientation for spring students takes place in Andalucía. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

Hispanic Studies Courses

History

Faculty

Douglas Ambrose
Halley Barnet
Mackenzie Cooley (on leave 2021-22)
John Eldevik
Kevin Grant
Maurice Isserman (one leave fall 2021)
Shoshana Keller (on leave spring 2022)
Celeste Day Moore
Ty Seidule
Lisa Trivedi, chair
Rebecca Wall
Thomas Wilson

Special Appointments
Christian Goodwillie
Alfred Kelly
Peter Simons

Department/Program Goals

The goal of the History Department is to introduce students to the histories of a broad range of cultures, peoples, places, and times while honing their skills in writing, speaking, and research.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Summarize historiographical debates within and across disciplinary subfields
- Select and analyze historical evidence
- Create a clear, specific, coherent historical argument

Concentration/Minor Description and Requirements

A concentration in history consists of 9 courses. Each concentrator must take a writing-intensive, 100-level history course. No more than two 100-level courses may be counted toward the concentration. Course selection must include one course in US history and one course that covers the pre-modern era (pre-1800). It must also include at least one course in three of the following regional categories: Europe and the Mediterranean; Eurasia and Russia; the Middle East; Latin America and the Caribbean; Africa and African diaspora; Asia; transnational. A concentrator must complete one 300-level course devoted to the study of historiography and one 300-level course devoted to research skills. A concentrator must finally complete the senior thesis project (HIST-401 or HIST-550) The department strongly recommends that each concentrator complete both of the required 300-level courses before undertaking the senior thesis.

Beginning with the class of 2020, concentrators shall fulfill the Social, Structural, and Institutional Hierarchies requirement by taking two History courses that consider structural and institutional hierarchies. These courses are designated in the catalog's list of History courses with the label "(Social, Structural, and Institutional Hierarchies)." These and all other courses fulfilling concentration requirements are listed on the department's Blackboard site.

Students shall meet with their advisers in the semester that they declare the concentration to discuss and assemble a set of at least four courses which they have taken, or plan to take, including one at the 300 level, that fall within one of the thematic areas designated below. After consulting with the adviser, students shall submit a brief explanation of their thematic selection of courses for approval by both

the adviser and the chair. Students may petition to include one course from outside the history department toward their thematic focus. That course will not count toward the nine courses required for the concentration. Students may petition to define their own thematic areas. The Department strongly encourages students to write a senior thesis that draws upon coursework and research done in the chosen thematic area.

Environment
Ideas, Science, Knowledge
Property, Labor, Exchange
Race, Gender, Identity
Rebellion, Revolution, War
Religion, Ritual, Belief
Sovereignty, Empires, Nations

The Department strongly encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Research Seminar (HIST-401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course emphasizes the critical evaluation of scholarship in a specific field, culminating in either a historiographical essay or an original essay based upon primary sources and informed by relevant scholarship.

Independent Senior Thesis (HIST-550). Concentrators may pursue an individual project under the direct supervision of a member of the department upon achieving a grade point average in the concentration that is normally 3.5 or higher and with the approval of the department chair and the faculty member supervising the project.

Departmental Honors.

To earn departmental honors, concentrators must complete at least three 300-level courses, including one devoted to historiography and one devoted to research skills. They must earn a grade of A- or higher for the independent senior thesis and make a public presentation of the thesis. They must have a grade point average in the concentration that is 3.5 or higher upon graduation, and they must have completed at least one year of college-level study in a foreign language.

A minor in history consists of five courses. One of these five courses must be a writing-intensive 100-level course. Only one 100-level course will count toward a minor. At least one course must be at the 300 level or higher.

A student wishing to be certified to teach social studies in grades 7-12 should contact the Education Studies Program as early as possible.

History Courses

Jurisprudence, Law and Justice Studies

Faculty

Program Committee
Frank Anechiarico (Government)
Doran Larson (Literature and Creative Writing)
Natalie Nannas (Biology)
Keelah Williams (Psychology), director

Department/Program Goals

The goal of the Jurisprudence, Law, and Justice Studies Program is to provide students with the analytical and empirical foundation to understand how the theory, practice, and meaning of law stimulates civic engagement.

Concentration/Minor Description and Requirements

Although their prominence in the curriculum has varied throughout the years, courses engaging jurisprudence, justice and the examination of law in social life have had a place at Hamilton since the 1830s. The minor concentration in Jurisprudence, Law and Justice Studies (JLJS) establishes a curricular home for such courses, in keeping with the College's liberal arts mission and with the goal of advancing a number of pedagogic aims.

Understanding the theory, practice and meaning of law stimulates civic engagement and provides students with the analytical and empirical foundation to engage subjects ranging from legal decision-making and dispute resolution; policing, criminal justice and incarceration; political speech and action; to the use and meaning of legal discourse in the making of social policy.

Minor Requirements for Classes 2021, 2022, 2023

A minor in Jurisprudence, Law, and Justice Studies consists of five courses: no more than three can be counted from either of the two listings--in Analytic Perspectives and Theory, and Substantive Areas.

Analytic Perspectives and Theory:
COMM-280 Conflict Resolution: Policies and Strategies
GOVT-356 Political Theory of Personal Privacy
GOVT-365 Free Speech Theory
HIST-229/GOVT-229 The American Founding
LIT-129 Truth and Justice, The American Way

LIT-218 Literatures of Witness
LIT-342 Twentieth-Century American Prison Writing
LIT-341 Booked: Prison Writing (Previously LIT 442)

Substantive Areas:
BIO-223 Bioethics
ENVST-234 Environmental Justice

GOVT-225 Courts and Judicial Process
GOVT-241 Survey of Constitutional Law
GOVT-273 Law and Justice Laboratory (Seminar)
GOVT-274 Law and Justice Laboratory (Internship & Observation)
GOVT-335 Seminar: Criminal Law
GOVT-359 American Policing
GOVT-376 Government Failure?: The American Administrative State
GOVT-418 International Law (Seminar)
PSYCH-324 Law and Human Behavior
PSYCH-367 Psychological Bias in the Justice System
RELST-239 Native Rituals and Religious Freedom
SOC-373 The Constitution and Social Policy
WMGST-225 Women, Law, Public Policy and Activism in the Contemporary United States

Minor Requirements for Class 2024 and beyond:

A minor in Jurisprudence, Law, and Justice Studies consists of five courses: the five courses must be taken across no fewer than three departments.

Biology
BIO-223 Bioethics

Communication
COMM-280 Conflict Resolution: Policies and Strategies

Environmental Studies
ENVST-234 Environmental Justice

Literature
LIT-129 Truth and Justice, The American Way
LIT-218 Literatures of Witness
LIT-342 Twentieth-Century American Prison Writing
LIT-341 Booked: Prison Writing (Previously LIT 442)

Government
GOVT-365 Free Speech Theory
GOVT-356 Political Theory of Personal Privacy
GOVT-418 International Law (Seminar)
GOVT-225 Courts and Judicial Process
GOVT-241 Survey of Constitutional Law
GOVT-273 Law and Justice Laboratory (Seminar)
GOVT-274 Law and Justice Laboratory (Internship & Observation)
GOVT-295 Practicum: Crafting Criminal Justice Reform in Response to Black Lives Matter
GOVT-335 Seminar: Criminal Law
GOVT-359 American Policing
GOVT-376 Government Failure?: The American Administrative State

History
HIST-229/GOVT-229 The American Founding
HIST-377 Violence, Law, and Society in the Middle Ages

Psychology
PSYCH-324 Law and Human Behavior
PSYCH-367 Psychological Bias in the Justice System

Religious Studies
RELST-133 American Freedom and Protestant Thought
RELST-239 Native Rituals and Religious Freedom

Sociology
SOC-373 The Constitution and Social Policy

Women and Gender Studies
WMGST-225 Women, Law, Public Policy and Activism in the Contemporary United States

Previously Offered Courses
PHIL-460 Seminar in Ethics: Contemporary Theories of Justice
PHIL-125 Philosophy and Incarceration
COMM-103 Free Speech: Privacy & Advocacy
COMM-314 Communication Law: Freedom of Speech
GOVT-295 Practicum: Crafting Criminal Justice Reform in Response to Black Lives Matter

* 1894 Address to the American Bar Association, noted in: Albert E. Harum (1960) "The Case for an Undergraduate Law Elective in Liberal Arts." Journal of Legal Education 12: 422.

Latin American Studies

Faculty

Program Committee
Jessica Burke (Hispanic Studies)
Mackenzie Cooley (History)

Heather Sullivan (Government), director

Department/Program Goals

The goal of the Latin American Studies Program is to blend courses across disciplinary boundaries in order to present the Latin American mosaic in all its diverse dimensions.

Concentration/Minor Description and Requirements

The interdisciplinary minor in Latin American Studies consists of five courses taken in at least two different departments. At least one of the five classes must be either 300 or 400 level. The list below is representative of courses available to minors. Students who would like to fulfill requirements for the minor with courses taken at other institutions, or in study abroad programs, should consult with the program director.

Courses taken on a credit/no credit basis cannot be counted towards the minor.

Africana Studies
AFRST-140 Caribbean Carnival
AFRST-205 Haiti & the Caribbean
AFRST-216 Caribbean lit in Crucible

Economics
ECON-340 Economic Development
ECON-453 Economic Development in Latin America

Government
GOVT-216 Politics in Latin America
GOVT-246 Latin America in the World
GOVT-368 Violence, Justice, and the State in Latin America

History
HIST-126 Conquest of the Americas
HIST-327 Mexico-Tenochtitlan: The City and the World, 1300-1800

Philosophy
PHIL-233 Latin American Philosophy

Hispanic Studies
HSPST-140 Conversation on Hispanic Cultures
HSPST-200 Exploring Hispanic Texts
HSPST-201 Spanish for Heritage/Bilingual Speakers
HSPST-211 Introductory Study of Latin American Literature
HSPST-213 Ficciones del delito
HSPST-217 Introduction to U.S. Latino/a Literatures
HSPST-271/HSPST-371 Special Topics in Latin American Literature and Culture
HSPST-281 Introduction to Latin American Short Fiction
HSPST-283 Understanding the Caribbean World
HSPST=301 Modernismo
HSPST-303 Representing Gender in Latin America
HSPST-323 The Power of Looking: Re-imagining the Nation in Hispanic Films
HSPST-343 Contemporary Latin American Novel
HSPST-351 Writers of the Boom
HSPST-361 Post-Boom Narratives
HSPST-367 Nueva York: Contemporary Literature and Art
HSPST-381 Literature and Modernity in the Andes
HSPST-391 Strategies of Resistance in Hispanic Caribbean Literature: From Slavery to Racial Consciousness

Linguistics

Faculty

Chaise Ladousa (Anthropology)
Mariam Durrani (Anthropology)
Masaaki Kamiya (Japanese), director

Department/Program Goals

The Linguistics Program exposes students to the study of the structure and use of language, and urges students to find the ways in which structure and use are interrelated. Students can explore language structure and use with faculty in the program through experimental and ethnographic methods.

Concentration/Minor Description and Requirements

Linguistics is the scientific study of language. Students will learn to examine language and languages in terms of structure (phonology, morphology, syntax, semantics) and social use (pragmatics, language acquisition, discourse analysis, sociolinguistics, cultural interpretation).

The Minor in Linguistics is administered by Masaaki Kamiya (EALL), Chaise LaDousa (Anthropology), and Mariam Durrani (Anthropology).

The minor in linguistics consists of five courses: an introductory course, one focusing on language structure, one focusing on language in society and two electives. These courses are to be selected from the linguistics courses currently available at Hamilton listed below.

Introductory courses:
LING-100 Introduction to Linguistics (Kamiya)

Language structure courses:

JAPN-219/JAPN-319 Language acquisition (Kamiya)
JAPN-230 Morphology and Syntax: The Analysis of Structure (Kamiya)

Language in society courses:
ANTHR-234 Communication and Culture (Durrani)
ANTHR-257 Language, Gender and Sexuality (LaDousa)
ANTHR-264 Ethnography of Literacy and Visual Language (LaDousa)
ANTHR-270 The Ethnography of Communication (LaDousa)
ANTHR-323 Verbal Art and Performance (LaDousa)
ANTHR-370 Sociolinguistics of Globalization (LaDousa)

Linguistics Courses

Literature and Creative Writing

Faculty

Stephanie Bahr
Naomi Guttman, chair
Tina Hall
Suzanne Keen (Vice President for Academic Affairs and Dean of Faculty)
Doran Larson
Hoa Ngo
Vincent Odamtten
Onno Oerlemans (on leave 2021-22)
Misha Rai
Jane Springer
Pavitra Sundar
Suzanne Taylor
Katherine Terrell
Margaret Thickstun
Anne Valente
Benjamin Widiss
Steve Yao

Special Appointment
Philip Memmer

Department/Program Goals

The goal of the Literature and Creative Writing Department is to help students develop a sophisticated understanding of the role literature plays in the human experience through refining their skills as interpreters of literary texts and as writers, either of literary analysis or of their own creative works.

Department/Program Student Learning Outcomes

Literature Students Will Learn to:

- Write clear and well supported arguments about literary and/or other cultural texts
- Demonstrate knowledge of diverse literary traditions across historical periods, geographic regions, and/or social contexts
- Analyze literary works compellingly in contexts informed by literary criticism and/or broader regions, and/or social contexts

Creative Writing Students Will Learn to:

- Write with an awareness of the literary traditions within which they are working
- Write with attentiveness to form and genre
- Write a sustained creative project that demonstrates originality and attention to language

Concentration/Minor Description and Requirements

The Department of Literature and Creative Writing offers two concentrations, one in the study of literature, and one in the art of creative writing.

Each concentration consists of 10 courses: four exploratory courses chosen from among the categories listed below; one course in creative practice; four focus courses specific to the concentration; and one senior seminar specific to the concentration. Both concentrations incorporate a language requirement and a social, structural, and institutional hierarchies (SSIH) requirement. Courses taken for the concentration should reflect historical and geographical breadth. The department also welcomes comparatist and interdisciplinary work.

Exploratory Courses: The following categories name key approaches in literary and cultural studies. Students must take at least one course in each of these categories, for a total of four exploratory courses.
History (organized around literary or other histories)
Theory (highlighting theory and theoretical approaches)
Genre (addressing concepts of genre or genres)
Intermedia (juxtaposing different artistic media)
These categories reflect, but do not exhaust, various ways of conceiving the relationships between texts and thus approaches to literary study. Many departmental courses could appear under several of these categories; in practice, each course's professor has specified one or two categories as predominant in its design and execution. Some courses are not tagged, for they model other approaches to studying cultural texts (e.g. the study of a single theme, author, or literary genealogy or influence); such courses

may still count toward the concentration, in the focus section. A course with two of the above category designations may satisfy either category, but not both, in any individual student's program of study.

Creative Practice: To hone students' sense of the constraints, challenges, and possibilities inherent in composing original (written) work, the department requires that all concentrators take Introductory Poetry and Fiction Workshop (CRWR-215) or its equivalent (Literature concentrators, see below).

Focus Courses: Honoring the spirit of Hamilton College's open curriculum, the department invites literature concentrators to design their own individually focused area of study in consultation with their advisers. Looking beyond course titles and tags, concentrators forge unexpected connections between courses and identify thematic, methodological, or other threads that define a coherent focus. The focus section for creative writers emphasizes craft and genre-specific coursework at the intermediate level.

Social, Structural, and Institutional Hierarchies: Scrutinizing social, structural, and institutional hierarchies (SSIH) via textual and historical analysis is a longstanding practice in literary studies. Many of our courses, but particularly those labelled SSIH, raise questions about social stratification stemming from constructs like gender, race, class, sexuality, and disability. They probe how texts both reflect and challenge such structural inequalities. They ask how canon formation, literacy rates, publishing and distribution practices, and legal and popular debates around censorship, for instance, have shaped the reach and readership of particular texts. They also study literary and cultural movements that interrogate contemporary and historical norms that ascribe value to certain texts and authors, and not to others. SSIH courses with a second tag (History, Theory etc.) may fulfill this requirement, in addition to counting in the exploratory or focus section. These courses must be completed within the department.

Language Study: Students of literature are, among other things, students of language. The department requires that concentrators take at least two semesters of language study, focusing on the history of English, the classical languages of Greek and Latin, or modern languages. Here are three paths to complete this requirement:
Completion of two courses at the college level in a single language other than the student's native language (courses taught in a foreign-language department in which class readings and discussions are in English do not count); OR
Completion of Introduction to Old English (LIT-221) and The Making of English (LIT-293) or equivalent courses taken elsewhere and approved for transfer credit; OR
Completion of either LIT-221 or LIT-293 (or equivalent) and a course focused on linguistics or a classical language (such as Latin, Greek, Sanskrit, Classical Chinese, etc); OR
Completion of two courses in linguistics.

LITERATURE
Here is a checklist outlining the requirements for a concentration in literature:
1. Four exploratory courses, one each from the following categories: History, Theory, Genre, and Intermedia.
2. One creative practice course, such as CRWR-215 or a course in another creative practice chosen in consultation with, and approved by, the concentration advisor. Normally, students may not elect more than one workshop in a given semester.
3. Four focus courses that constitute an individually focused area of study, developed in consultation with, and approved by, the concentration advisor. A provisional plan must be submitted by the end of the sophomore year and revised, as necessary.
4. Two SSIH courses. These courses may be in either the exploratory or focus section (or both), and they must be taken within the department.
5. Two additional language courses. These courses will not count toward the ten-course concentration requirement.
6. Only one 100-level course may count toward the concentration, in either the exploratory or focus section. A 100-level course is not required for the concentration.
7. At least three courses must be at the 300-level or above. These courses may be in either the exploratory or focus section (or both), and may include the senior seminar.
8. Senior Program:
   a. A 300-level course tagged Methods must be taken before taking the senior seminar or embarking on the honors thesis. This course must be taken within the department.
   b. A 400-level seminar taken during the senior year within the department. Students may elect to take 400-level seminars in their junior year. While such seminars may count toward the concentration, they will not fulfill the senior program requirement.
9. Credit/No Credit: Concentrators may count one 100- or 200-level literature course taken credit/no credit toward the concentration. Creative writing workshops taken credit/no credit cannot be counted toward the concentration. (This does not include courses or workshops taken in Spring 2020.)

Honors in Literature: Candidates for honors in literature must attain a GPA of at least 3.7 in the courses counting

for the concentration and complete an independent honors project that earns a grade of at least A-. The senior seminar remains a separate requirement. Students with honors-level GPAs as of spring junior year will be invited to participate as seniors in a year-long advanced research methods course in support of the independent project. Honors candidates must submit project proposals to the department for approval in October; students whose projects are accepted will be assigned individual thesis advisors. Normally, only honors students will write independent projects. The department encourages students thinking of pursuing honors or graduate studies in literature to take Literary Theory and Literary Study (LIT-315).

Literature Minor: A minor in literature consists of five courses. At least one of these courses must be at the 300-level or above. Only one 100-level course may count toward the minor. All courses must be taken within the department. No courses taken C/NC may be counted toward the minor. Students concentrating in creative writing may not minor in literature.

CREATIVE WRITING

Here is a checklist outlining the requirements for a concentration in creative writing:

1. Four exploratory courses, one each from the following categories: History, Theory, Genre, and Intermedia.
2. One creative practice course: Introductory Poetry and Fiction Workshop (CRWR-215).
3. Four focus courses:Intermediate Poetry Workshop (CRWR-304), Intermediate Fiction Workshop (CRWR-305), Poetry and Poetics (LIT-204), and a creative writing or literature course of the student's choice. Workshops must be taken at Hamilton. Normally, students may not elect more than one workshop in a given semester. A provisional plan must be submitted by the end of the sophomore year and revised, as necessary.
4. One SSIH course. This course may be in either the exploratory or focus section, and it must be taken within the department.
5. Two additional language courses. These courses will not count toward the ten-course concentration requirement.
6. Only one 100-level course may count toward the concentration, in either the exploratory or focus section. A 100-level course is not required for the concentration.
7. At least three courses must be at the 300-level or above. These courses may be in either the exploratory or focus section (or both), and may include the senior seminar.
8. Senior Program: Concentrators must take the Senior Seminar in Creative Writing (CRWR-419).
9. Credit/No Credit: Concentrators may count one 100- or 200-level literature course taken credit/no credit toward the concentration. Creative writing workshops taken credit/no credit cannot be counted toward the concentration. (This does not include courses or workshops taken in Spring 2020.)

Honors in Creative Writing: Students who by the end of the junior year have completed the three workshops (CRWR-215, CRWR-304, and CRWR-305) with distinction (3.7 or above) and have performed with distinction in their concentration courses overall (3.7 or above) will be invited to pursue an honors project and will design, under the supervision of a creative writing professor, a year-long project to be started in the fall of their senior year. The department will recommend for honors students who receive an A- or better on work submitted for honors and who maintain a cumulative average of 3.7 or better in courses taken for the concentration overall and in the workshops calculated separately.

Creative Writing Minor: A minor in creative writing consists of five courses, all taken within the department: three literature courses; CRWR-215; and either CRWR-304 or CRWR-305. Only one 100-level course may count toward the minor. No courses taken C/NC may be counted toward the minor. Students concentrating in literature may not minor in creative writing.

Creative Writing Courses

Literature Courses

Mathematics and Statistics

Faculty

Debra Boutin
Clark Bowman
Jose Ceniceros
Sally Cockburn, *chair*
Andrew Dykstra
Courtney Gibbons
Robert Kantrowitz (on leave)
Chinthaka Kuruwita
Michelle LeMasurier
Tural Sadigov

Department/Program Goals

The goal of the Mathematics and Statistics Department is to enable students to analyze and organize information using quantitative and statistical tools, to reason and argue logically, to employ appropriate problem-solving

strategies, and to communicate complex ideas clearly and efficiently.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Use mathematical and/or statistical tools to model real-world problems
- Construct mathematical proofs based on rules of logical inference
- Communicate complete mathematical and/or statistical arguments

Concentration/Minor Description and Requirements

A concentration in mathematics consists of the courses MATH-116, MATH-216, MATH-224, MATH-314, MATH-325, a Senior Seminar, and three full-credit electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking a Senior Seminar. It must be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. PHYS-320 or PHYS-325, but not both, may be counted toward the concentration as an elective at the 200-level. Among the courses counted for the concentration must be one that is applied in focus; these courses are MATH-152, MATH-231, MATH-234, MATH-235, MATH-254, MATH-351, MATH-361, MATH-510, Math-525, PHYS-320 or PHYS-325. Concentrators are encouraged to take an introductory course in computer programming, such as CPSCI-101. Mathematical thinking and programming mutually reinforce each other, and many careers involving quantitative skills also require some experience with programming.

At most one course taken on a CR/NC basis may be applied towards the concentration; this course may not be one in the Mathematics and Statistics Department that is numbered 224 or higher.

Beginning with the class of 2020, students concentrating in mathematics must satisfy the Social, Structural, and Institutional Hierarchies requirement by completing one of MATH-152, MATH-498, ECON-166, HIST-226 or, for those interested in pursuing a career in education, EDUC-204, EDUC-206, EDUC-339 or EDUC-415. Students who have not completed one of these courses may petition the department to accept a course in another department as fulfilling the SSIH requirement by providing a written rationale explaining how the proposed course will help them gain an understanding of social, structural, and institutional hierarchies that is relevant to mathematics and their post-graduation plans.

Students may earn departmental honors by taking for a grade a fourth full-credit elective that is at the 300 level or higher, by obtaining a concentration average of 3.6 or higher, and by making an approved and high-quality public presentation to the department on a mathematical or statistical topic during their junior or senior year. The presentation topic must be an extension beyond previous course work.

A minor in mathematics consists of MATH-116, MATH-216, MATH-224 and two electives. At most one course taken on a CR/NC basis may be applied towards the minor; this course may not be one in the Mathematics and Statistics Department that is numbered 224 or higher.

A minor in statistics consists of five courses: MATH-116, MATH-216, MATH-152, MATH-254 and MATH-351. Students may substitute ECON-166, GOVT-230 or PSYCH-201 / NEURO-201 for 152. Students may use Advanced Placement, International Baccalaureate, or A-level courses to count for only one of the five courses. Students with two or more such courses, or who want to count ECON-166, GOVT-230 or PSYCH-201 / NEURO-201 towards a concentration or another minor can complete the minor in statistics by selecting from the following additional courses: MATH-352, MATH-355, MATH-356, MATH-503 or MATH-551 for a minimum of 4 courses from the Mathematics and Statistics Department. A student with a concentration in mathematics may not minor in statistics. At most one course taken on a CR/NC basis may be applied towards the minor; this course may not be one in the Mathematics and Statistics Department that is numbered 224 or higher.

While all courses offered by the department satisfy the QSR requirement, students seeking an entry-level course only for this purpose are encouraged to consider COLEG-105: A World of Impending Disaster.

A minor in Statistics consists of five courses

Complete:

MATH-116	Calculus II	1
MATH-216	Multivariable Calculus	1
MATH-152	Statistical Analysis of Data	1
MATH-254	Statistical Modeling and Applications	1
MATH-351	Probability and Statistical Inference	1

Students may substitute one of the following courses for MATH-152:

ECON-166	Economic Theory and Evidence	1
GOVT-230	Data Analysis	1
PSYCH-201/NEURO 201	Statistics and Research Methods in Psychology	1
NEURO-201/PSYCH 201	Statistics and Research Methods in Psychology	1

Students with a concentration in mathematics may not minor in statistics. Students may use Advanced Placement, International Baccalaureate, or A-level courses to count for only one of the five courses. Students with two or more such courses, or who want to count ECON-166, GOVT-230 or PSYCH-201 / NEURO-201 towards a concentration or another minor can complete the minor in statistics by selecting from the list of additional courses for a minimum of four courses in the Mathematics and Statistics Department.

Students may take the following courses to fulfill the "minimum four courses in the Mathematics and Statistics Department" requirement:

MATH-352	Statistical Theory and Computation	1
MATH-355	Mathematics of Machine Learning	1
MATH-356	Statistical Methods in Machine Learning	1
MATH-503	Senior Seminar in Statistics	1
MATH-551	Senior Seminar in Applied Probability	1

Mathematics and Statistics Courses

Medieval and Renaissance Studies

Faculty

Program Committee
Stephanie Bahr
Mackenzie Cooley (History)
John Eldevik (History)
Katherine Terrell (Literature and Creative Writing)
Margie Thickstun, (Literature and Creative Writing), director
Laura Tillery

Department/Program Goals

The goal of the Medieval and Renaissance Studies Program is to encourage critical understanding of the multicultural histories, literatures, and artistic traditions of the European and Arab-Islamic worlds--and the various forms of exchange, conflict, and contact between them.

Concentration/Minor Description and Requirements

The Medieval and Renaissance Studies Program offers an interdisciplinary minor consisting of five courses taken within at least three disciplines (Classics, French, Hispanic Studies, History, Literature and Creative Writing, Music). One of the five courses must be a history course and two of the courses must be taken in the same department.

We offer one dedicated Medieval and Renaissance Studies course: MDRST-223, Gender and Violence in the Middle Ages.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

ART HISTORY
ARTH-282 Art in Renaissance Italy

ASIAN/HISTORY/RELIGIOUS STUDIES
ASNST-209 Islamic History and Culture
ASNST-211 Islamic Spirituality, Mysticism, and Devotion
ASNST-228 History of Iran
ASNST-256 Islam and Modernity in South Asia
ASNST-329 Art of Devotion: Visual and Material Culture of Islam

CLASSICS
CLASC-286 The Byzantine Empire

LITERATURE AND CREATIVE WRITING
LIT-156 Shakespeare and Film
LIT-221 Introduction to Old English
LIT-222 Chaucer: Gender and Genre
LIT-228 Milton
LIT-227 Shakespeare
LIT-293 The Making of English
LIT-323 Other Worlds in Middle English Literature
LIT-337 Medieval Women and the Written Word
LIT-339 Global Shakespeare
LIT-368 The Medium is the Message
LIT-412 Public Play
LIT-439 Race and Nation in the Middle Ages

FRENCH

FRNCH-406 Comic Visions

HISPANIC STUDIES
HSPST-330/HSPST-430 Early Modern Spanish Drama

HISTORY
HIST-126 Conquest of the Americas
HIST-146 Christianity to 1500
HIST-150 Myth and History in the Middle Ages
HIST-160 Medieval Europe and the Mediterranean
HIST-202 Late Antiquity and the Early Middle Ages
HIST-286 The Byzantine Empire
HIST-320 Power and Lordship in Medieval Europe
HIST-326 Rebels, Radicals and Reformers
HIST-339 Columbus's Library
HIST-351 Race, Science, and the Origins of the Modern World

ITALIAN
ITALN-233 Saints and Sinners in Dante's Inferno

MEDIEVAL AND RENAISSANCE STUDIES
MDRST-223 Gender and Violence in the Middle Ages

MUSIC
MUSIC-220: From Chant to Bach

Medieval and Renaissance Studies Courses

Middle East and Islamic World Studies

Faculty

Program Committee
Mariam Durrani (Anthropology)
Anat Guez (Hebrew)
Usman Hamid (Asian Studies)
Kira Jumet (Government)
Shoshana Keller (History), director
Mireille Koukjian (Arabic)
Claire Mouflard (French and Francophone Studies)

Concentration/Minor Description and Requirements

An interdisciplinary minor in Middle East and Islamic Worlds Studies consists of five courses from the list below. Students must take at least one course from each of three divisions: language and literature; social sciences; and religion and culture. One course must be taken at the introductory (100) level, and one at the advanced (300 or 400) level.

Language and Literature
ARABC-115 First-term Arabic
ARABC-116 Second-term Arabic
ARABC-215 Third-term Arabic
ARABC-216 Fourth-term Arabic
ARABC-231 Societies of the Middle East
ARABC-315 Advanced Arabic
ARABC-316 Advanced Arabic

FRNCH-241 In Translation: North African Literature in France

HEBRW-107 First-term Hebrew
HEBRW-108 Second-term Hebrew

Social Sciences
ANTHR-215 Anthropology of Muslim Youth

GOVT-207 Politics in the Middle East and North Africa
GOVT-303 Syrian Politics
GOVT-315 Foreign Policies of Middle Eastern States
GOVT-317 Arab Spring and its Aftermath

HIST-124 Silk Road
HIST-132 Jewish Civilization
HIST 228 History of Iran
HIST-275 History of the Modern Middle East
HIST-295 The Crusades
HIST-345 USSR as a Multi-National State

Religion and culture

ARTH-225 Mass Media and the Jewish Experience

ARTH-245 Hindu, Buddhist, and Islamic Arts of India
ARTH-266 Art of the Islamic World
ASNST-160 Everyday Islam
ASNST-209 Islamic History and Culture
ASNST-211 Islamic Spirituality, Mysticism, and Devotion
ASNST-329 Art of Devotion in Islam
HIST-256 Islam in South Asia
RELST-111 Ancient Jewish Wisdom
RELST-143 The Sacred in South Asia

RELST-231 Judaism and Social Justice
RELST-242 Rise and Fall of David
RELST-244/HIST-244 Hindus and Muslims in South Asia
RELST-335 Philosophy and Revelation: Maimonides' Guide of the Perplexed

Science
GEOSC-103 Principles of Geoscience: Geology of Human Events in North Africa and the Middle East

Middle East and Islamic World Studies Courses

Music

Faculty

Charlotte Botha
Heather Buchman, *chair*
Ryan Carter (on leave, 2021-2022)
Lydia Hamessley (on leave, spring 2022)
Michael Woods (on leave, fall 2021)
David Bird (2021-2022)
Tonia Passwater (2021-2022)

Special Appointments

Piano

Stephen Best, organ and keyboard skills
Rick Montalbano, jazz piano
Colleen Roberts Pellman
Sar-Shalom Strong
Tina Toglia

Voice

Kay Smith Paulsen
Jon Fredric West
Sharon West

Strings

Rick Balestra, jazz guitar
Susan Beevers, cello
Adam Dudding, folk guitar
Ursula Kwasnicka, harp
Spencer Phillips, double bass
Peter Rovit, violin
Ubaldo Valli, violin and viola

Woodwinds

Cornelia Brewster, flute
Allan Kolsky, clarinet
Jessica King, bassoon
Katherine Martins, oboe
Monk Rowe, saxophone

Brass

Jon Garland, horn
John Raschella, trumpet

Percussion

Jim Johns (jazz percussion)
Mike Cirmo

Department/Program Goals

The goal of the Music Department is to enable a broad range of students to explore a wide variety of musical experiences and practices. Supported by their development of musicianship and technical skills, concentrators will acquire a more sophisticated understanding of music in historical and cultural contexts, theory and composition, and performance, while pursuing one of these areas in greater depth.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Demonstrate active listening skills from among a wide variety of musical experiences and practices
- Make links between various musical styles and their historical and cultural contexts
- Demonstrate proficiency in various theories of music
- Display skills in making music through performance, composition, recording, or production

Concentration/Minor Description and Requirements

A concentration in music comprises 10 courses: MUSIC-220, MUSIC-221, MUSIC-210 or MUSIC-211, MUSIC-214 or MUSIC-254 or MUSIC-259 or MUSIC-260, MUSIC-310, the Senior Project (MUSIC-452), and

1. MUSIC-100 and three full-credit electives at the 200-level or above (including at least one at the 300-level), or
2. four full-credit electives at the 200-level or above (including at least one at the 300-level)

Concentrators must also pass proficiency exams in aural and keyboard skills, and demonstrate basic skills in music technology. They are also expected to participate in department ensembles in each semester. Students who need to prepare for the proficiency exams should consider taking MUSIC-180 and MUSIC-181.

At most, one course that counts toward completing requirements for the major can be taken credit/no credit, and only if it is taken before the concentration is declared.

Music concentrators will meet the Social, Structural, and Institutional Hierarchies requirement by completing either

MUSIC-214 (Black Voices in Song), MUSIC-254 (Studies in World Music), MUSIC-259 (History of Jazz Since the 1950s), or MUSIC-260 (History of Jazz to the 1950s). Additionally, the department addresses and reinforces issues of gender, race, ethnicity, class, and sexual orientation in many courses throughout its curriculum in the classroom, the studio, and its performing ensembles.

A more complete description of the Senior Project, the music technology requirement, and information about proficiency exams in aural skills and keyboard skills are available from the department. Students contemplating graduate work in music should consult with a member of the department at an early date. Department honors can be earned by students who have at least a 3.5 average in their coursework that counts toward the concentration as well as through distinguished achievement in MUSIC-550-MUSIC-551 (Honors Senior Project I-II).

A minor in music comprises five courses: one theory course (MUSIC-110,MUSIC-210, or MUSIC-211) and four others from among these possibilities:

1. MUSIC-100
2. one course credit in group performance, applied music, or solo performance
3. full-credit courses at the 200-level or above

At most, one course for the minor can be taken credit/no credit, and only if it is taken before the minor is declared.

Literature and History of Music Courses

Music Courses

Performance Courses

Theory and Composition Courses

Third-year Seminars and the Senior Project Courses

Neuroscience

Faculty

Program Committee
Vik Bejjanki (Psychology)
Rhea Datta (Biology)
Kelly Faig (Psychology)
Herman Lehman (Biology)
Alexandra List (Psychology)
Siobhan Robinson (Psychology), Director

Department/Program Goals

The goal of the Neuroscience Program is, through interdisciplinary approaches, to facilitate students' understanding of the nervous system and development of rigorous scientific research, analysis and communication skills.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Engage in scientific inquiries that are informed by ethical and/or socio-cultural perspectives
- Communicate ideas effectively and concisely
- Integrate scientific literature to develop neuroscientific research questions
- Apply appropriate scientific methods to address neuroscientific research questions
- Demonstrate an interdisciplinary understanding of the nervous system

Concentration/Minor Description and Requirements

For the Class of 2022 or 2023:

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include:

- CHEM-120 or CHEM-125
- CHEM-190
- BIO-101 or BIO-115 (Class of 2020 and later, BIO-100)
- BIO-102 or another Biology course at the 200 level or above;
- PSYCH-101
- PSYCH-201
- PSYCH-204 or PSYCH-205
- NEURO-330 /PSYCH-330 or BIO-331
- NEURO-320 /PSYCH-320, NEURO-328 /PSYCH-

328 or NEURO-329 /PSYCH-329

- NEURO-357/BIO-357
- NEURO-500/ NEURO-501
- One of the following:
  - a Biology course at the 200 level or above
  - a Psychology course at the 200 level or above (except 254)
  - CHEM-270
  - CPSCI-375
  - PHIL-310
  - PHIL-440

To fulfill the Social, Structural, and Institutional Hierarchies requirement in Neuroscience, concentrators must take two courses, which may concurrently fulfill other concentration requirements:

-PSYCH-101: Introduction to Psychology. Students who place out of PSYCH-101 through AP or IB must replace the course with any SSIH-designated Psychology course to fulfill the requirement.

-BIO-100: Introduction to Biology.

* Students who place out of Biology 100 through AP or IB must must replace the course with any SSIH-designated Biology course to fulfill the requirement.

Either Biology 100 or PSYCH-101 (not both) may fulfill Neuroscience concentration requirements if taken on a credit/no credit basis. No other courses taken on a credit/no credit basis will fulfill Neuroscience concentration requirements.

Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience should consult with members of the Neuroscience Program Committee to determine additional courses that might be helpful.

These concentration requirements apply to the class of 2024 (and following years).

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include:

Five Introductory courses

- PSYCH-101, BIO-100, CHEM-120 and PSYCH-201
- PSYCH/NEURO 204 or PSYCH/NEURO 205

One of the following Human Neuroscience lab courses

- PSYCH/NEURO-320, PSYCH/NEURO-328 or PSYCH/NEURO-329

Two of the following Neurobiology lab courses (at least one must be 330 or 357)

- PSYCH/NEURO/BIO-330, BIO-331, BIO-334, BIO/NEURO-357

Two depth courses total (each course must be selected from a different option)

- option 1 - PSYCH/NEURO 204 or PSYCH/NEURO 205
- option 2 - a 200-level or higher Biology course (must count towards the Biology concentration)
- option 3 - a 300-level or higher Psychology course (must count towards the Psychology concentration)
- option 4 - a 300-level Neuroscience course

The senior project in Neuroscience can be completed in either one or two semesters

NEURO-500 and/or NEURO-501

One of the following affiliated courses (from either option 1, 2 or 3)

- option 1 - a Psychology course at the 300-level or above (this may be a second 300-level or above Psychology course depending on the selection from the depth bin)
- option 2 - CHEM-190, CHEM-270, CPSCI-375, PHIL-310 or PHIL-440
- option 3 - a Physics course at the 100- or 200-level

To fulfill the Social, Structural, and Institutional Hierarchies requirement in Neuroscience, concentrators must take two courses, which may concurrently fulfill other concentration requirements:

-PSYCH-101: Introduction to Psychology. Students who place out of PSYCH-101 through AP or IB must replace the course with any SSIH-designated Psychology course to fulfill the requirement.

-BIO-100: Introduction to Biology.

* Students who place out of Biology 100 through AP or IB must must replace the course with any SSIH-designated Biology course to fulfill the requirement.

Either BIO-100 or PSYCH-101 (not both) may fulfill Neuroscience concentration requirements if taken on a credit/no credit basis. No other courses taken on a credit/no credit basis will fulfill Neuroscience concentration requirements.

Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience should consult with members of the Neuroscience Program Committee to determine additional courses that might be helpful.

The departments of Biology and Psychology offer an interdisciplinary concentration in Neuroscience. The Neuroscience concentration consists of 12 courses.

All concentrators must take:

BIO-100		
PSYCH-101	Introductory Psychology	1
PSYCH-201/NEURO 201	Statistics and Research Methods in Psychology	1
NEURO-357/BIO 357	Cellular Neurobiology	1
NEURO-500/501	Senior Project	1

Choose one of the following:

PSYCH-204/NEURO 204	Fundamentals of Human Neuroscience	1
PSYCH-205/NEURO 205	Fundamentals of Neurobiology	1

Choose one of the following:

NEURO-330/BIO 330/PSYCH 330	Systems Neuroscience	1
BIO-331	Vertebrate Physiology	1

Choose one of the following:

NEURO-320/PSYCH 320	Psychology and Neuroscience of Learning	1
NEURO-328/PSYCH 328	Cognitive Neuroscience	1
NEURO-329/PSYCH 329	Stress and Psychophysiology	

Choose one of the following:

CHEM-120	Principles of Chemistry	1
CHEM-190	Organic Chemistry I	1

Choose one of the following:

	Another BIO course at the 200-level or above	

Choose one of the following:

	200-level BIO course or higher	
	200-level PSYCH course or higher	
CHEM-270/BICHM 270	Biological Chemistry	1
CPSCI-375/NEURO 375	Artificial Intelligence	1
PHIL-310/NEURO 310	Philosophy of Science	1
PHIL-440/NEURO 440	Mind and Body	1

PSYCH-254 does not fulfill a neuroscience concentration requirement

Neuroscience Courses

Oral Communication

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward

requirements for a student's concentration.

Philosophy

Faculty

Justin Clark
Katheryn Doran (away spring 2022, New York City Program)
A. Todd Franklin
Marianne Janack
Russell Marcus, chair
Alexandra Plakias

Special Appointment
Christopher Bousquet
Alessandro Moscaritolo Palacio

Department/Program Goals

The goal of the Philosophy Department is to work with students to develop the skills of critical analysis, powerful speaking, and clear writing, skills alumni find of singular practical use in a wide variety of careers, and indispensable to their work as responsible citizens. We emphasize the value of philosophical examination for understanding broad issues that concern us all.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Explain a range of philosophical views, historical and contemporary
- Identify philosophical problems in philosophy, other academic disciplines, or outside the academy
- Formulate their own views about philosophical problems in conversation with other philosophical works
- Defend those views cogently in writing and in speech

Concentration/Minor Description and Requirements

The concentration in philosophy consists of nine courses:

1. PHIL-201, PHIL-203, and PHIL-550; and
2. One logic course: either PHIL-100, PHIL-200, or PHIL-240; and
3. Three additional courses at the 400 level, none of which may be cross-listed from outside the department; and
4. Two electives in philosophy.
5. Concentrators must also satisfy the Social, Structural, and Institutional Hierarchies (SSIH) requirement in a course so designated. Concentrators may satisfy the SSIH requirement with a course they are counting toward the concentration requirements 1-4 above

No more than one of the nine courses counted toward the concentration may be at the 100 level. Any course may be taken credit/no credit for the concentration or minor except 550.

Prospective concentrators are encouraged to complete PHIL-201, PHIL-203 and the logic requirement (either PHIL-100, PHIL-200, or PHIL-240) by the end of their sophomore year, but this is not required.

Senior concentrators complete the Senior Seminar (PHIL-550) in the fall of the senior year. Each student in PHIL-550 will complete a senior project.

Candidates for honors must have a 3.7 in all courses in philosophy, and must also have an A in the senior project, and at least an A- in 550.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among PHIL-100, PHIL-200 or PHIL-240; PHIL-201, PHIL-203 and two other courses, one of which must be at the 400 level); or thematic (five courses in philosophy that are thematically related, one of which must be at the 400 level). No more than one of the five courses counted toward the minor may be at the 100 level. No more than one course taken outside of Hamilton will count toward the minor.

The thematic minor is an in-depth exploration of a focused theme in philosophy. The theme may relate to a student's concentration, but need not. Students who wish to declare a thematic minor should so indicate on the declaration of minor form. To certify completion of the thematic minor, students submit to the Philosophy Department Chair a list of 5 courses they either have taken or for which they are registered, along, with a reflective explanation of how the courses are thematically linked. After the Chair approves of the list and reflection, the student submits a copy of that explanation, with the Chair’s approval, to the Registrar.

First-year students may enroll in PHIL-200, PHIL-203, or PHIL-240 with no prerequisites. Sophomores, juniors, and seniors may enroll in PHIL-200, PHIL-201, PHIL-203, or PHIL-240 with no prerequisites.

Philosophy Courses

Physical Education

Faculty

Kristin Baker
Scott Barnard
Matthew Brisotti
Lauren Cupp
John Gessinger
Colette Gilligan
Mahogany Green
Robert Haberbusch
Stephanie Hartquist
Jonathan Hind, director
Brett Hull
Ellen Hull
James King
Patricia Kloidt
Jim Lister
Melissa Mariano
Emily McNamara
David Murray
Perry Nizzi
Adam Stockwell
David Thompson

Concentration/Minor Description and Requirements

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1. A physical fitness test (a course is offered for those who do not pass);
2. A swim test (beginning swimming is offered for those who do not pass);
3. And
4. Two lifetime activity classes;
5. One unit of the following: intercollegiate athletics, wellness seminar, lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement. Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty

Katherine Brown, chair
Hai Bui
Kristen Burson
Brian Collett
Viva Horowitz (on leave 2021-22)
Gordon Jones (on leave 2021-22)
Adam Lark
Brad Moser
Seth Major (on leave 2021-22)
Megan Smith
Priyangika Wickramarachchi

Department/Program Goals

We aspire to help students forge tools to reveal the stunning quantitative vistas on our universe. Given the various trajectories of Hamilton students, this education prepares students for physics graduate school; supports students in their pursuit of different quantitative interests including engineering, chemical physics, and careers where quantitative analysis is employed; fulfills the one-year introductory physics requirements for students pursuing health professions, chemistry, and graduate work in other sciences; and includes courses accessible to students across the campus with a wide variety of interests and mathematical backgrounds.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Exhibit broad understanding in foundational physics
- Use foundational physics to analyze a diverse set of complex problems

- Demonstrate skills for experimental physics
- Demonstrate skills in technical communication

Concentration/Minor Description and Requirements

A concentration in physics normally consists of 11 courses: PHYS-190, PHYS-195, PHYS-290, PHYS-295, PHYS-215 or PHYS-348, PHYS-390, PHYS-550, and four other electives chosen in consultation with an advisor who is a member of the physics faculty. At least one of the electives will be selected from physics courses at the 300-level or above, not including PHYS-348 and PHYS-390. One of the electives may be taken credit/no credit. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science departments. Such courses should support interdisciplinary interests or career goals. Normally PHYS-390 is taken in the spring semester of the junior year in preparation for the research project undertaken in PHYS-550. To be eligible for honors in physics students must have a grade point average of at least 3.5 in the courses that satisfy the concentration requirements and must complete outstanding work in the senior project.

In the first year, prospective concentrators should normally take PHYS-190 and PHYS-195, and mathematics. In the first semester, the appropriate mathematics course may be Calculus I (MATH-113), which is a co-requisite for PHYS-190. However if the Mathematics Department grants advanced placement, the student may wish to take Calculus II (MATH-116), Multivariable Calculus (MATH-216), or Linear Algebra (MATH-224). Students with significant experience with physics, including advanced placement courses, should consult with a member of the department before registering for a physics class.

Students who wish to major in physics but who have taken either PHYS-100-PHYS-205 or PHYS-200-PHYS-205, or who wish to begin the major should consult with the department chair.

PHYS-290 and PHYS-295 are normally taken in the second year. Additionally, during the spring of the second year, we recommend taking one course from Electronics and/or General Relativity. Other options should be discussed with a member of the physics faculty.

We believe that our students need to be aware how historical contributions of underrepresented groups in science illuminate inequalities of opportunity to contribute to science and technology, that a diversity of perspectives are crucial to science when dealing with complex problems, that the impact of science is both local and global, and that science policy decisions are made in the real world in which biases might be hidden. Concentrators may satisfy the SSIH requirement by completing PHYS-215 or PHYS-348.

A minor in physics consists of five courses: PHYS-190, PHYS-195, PHYS-290 or PHYS-295, and two other physics courses. One of the other physics courses may be taken credit/no credit. Students can complete the minor with PHYS-100-PHYS-205 or PHYS-200-PHYS-205, plus three other physics courses, of which one must be at the 200 level or above. Students may use Advanced Placement, International Baccalaureate, or A-level courses to meet only one of the five required courses for the minor. A minor in astronomy consists of five courses: a 2-course introductory sequence (PHYS-190-PHYS-195, PHYS-100-PHYS-205, or PHYS-200-PHYS-205), PHYS-290, PHYS-160 and an upper level elective chosen in consultation with the chair. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2, 2-1-1-1, or 4-2 engineering programs affiliating Hamilton with engineering schools should normally take PHYS-190, PHYS-195, and calculus (or linear algebra if mathematics placement so warrants) in their first year. Students in the 3-2 program are expected to complete the first three years of the major including at least 8 courses in physics. There are many possible options in engineering programs, and because of their complexity, interested students should consult the engineering advisor, Professor Gordon Jones. This is also the case for those who have taken 100-105 or 200-205 and have then become interested in engineering.

Students seeking to transfer credit in physics for part of the introductory sequence (100-205 or 200-205) at another institution must successfully complete one course of introductory sequence at Hamilton. Successful completion requires a minimum grade of B.

Juniors or seniors without prior courses in the department may enroll in PHYS-100, PHYS-120, PHYS-135, PHYS-136, PHYS-160, PHYS-175, PHYS-200 and PHYS-245.

Physics Courses

Psychology

Faculty

Mairin Augustine
Vikranth Bejjanki (on leave spring 2022)
Jennifer Borton, (on leave fall 2021)
Rebecca Dyer
Kelly Faig
Elaine Paravati Harrigan
Alexandra List
Tara McKee, chair
Siobhan Robinson
Rachel White (on leave fall 2021)
Keelah Williams
Penny Yee (Associate Dean of Faculty)

Special Appointment
David Walden

Department/Program Goals

The goal of the Psychology Department is to provide students with the tools to pursue novel questions about behavior and the mind using the scientific method. Strong emphasis is placed on helping students learn to communicate their ideas clearly and concisely.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Explain how behavior and the mind are shaped by a variety of factors (e.g., biological, sociocultural)
- Evaluate sources, evidence, and psychological theories critically
- Employ appropriate research methods and statistics to address novel psychological questions ethically
- Communicate ideas clearly and concisely, demonstrating awareness of both disciplinary conventions and the target audience

Concentration/Minor Description and Requirements

A concentration in Psychology consists of ten courses: PSYCH-101; PSYCH-201; either PSYCH-204 or PSYCH-205; one laboratory course numbered between 300 and 327 (except PSYCH-320); PSYCH-380; and five additional courses at the 300 level or above, including the Senior Project.

Students may place out of Introductory Psychology by earning a 5 on the Psychology AP exam; a 6 or 7 on the Standard Level Psychology IB test; or a 5, 6, or 7 on the Higher Level Psychology IB test. Concentrators who place out of Introductory Psychology must still take a total of ten courses.

To fulfill the Social, Structural, and Institutional Hierarchies requirement in Psychology, concentrators must take either ONE course from the following list:

PSYCH-324 (Law and Human Behavior)
PSYCH-350 (Lifespan Development)
PSYCH-359 (Stereotyping and Prejudice)
PSYCH-367 (Psychological Bias in the Justice System)
PSYCH-369 (Psychology of Gender)

or TWO courses from the following list:

PSYCH-316 (Developmental Psychology of Self-Control)
PSYCH-349 (Parenting)
PSYCH-353 (Adult Psychopathology)
PSYCH-355 (Neurobiology of Addiction)
PSYCH-356 (Social Psychology)
PSYCH-372 (Psychology in a Pandemic)

Courses taken off-campus may fulfill the SSIH requirement; students should consult with the chair to determine whether the course(s) will count toward the first or second list, above.

Students should plan to complete their lab requirement by the end of their junior year. The Senior Project involves an extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters during one academic year. Although the Department encourages students to complete a full-year senior project, the first semester course, Psych 500, is only offered in the fall semester, whereas the second semester course, Psych 501, is only offered in the spring semester. Therefore, students who will finish their degree requirements in December who want to complete a full-year project will need to take Psych 500 in the fall of their junior year (i.e., three semesters prior to completion of degree requirements) and Psych 501 in the spring of their senior year (i.e., two semesters prior to completion of degree requirements). Such students will need to consult with the chair of the Psychology Department in the spring semester prior to taking Psych 500 (i.e., four semesters prior to completion of degree requirements) in order to be included in the advisor assignment process. Students who are unable to follow such a timeline will be required to complete a one-semester senior project in their last semester.

Students may not take any course at the 200 level or above on a credit/no credit basis if the course will be used to fulfill concentration or minor requirements.

Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration; only students who conduct a full-year Senior Project are eligible for departmental honors.

A minor in Psychology consists of five courses: PSYCH-101; PSYCH-201; either PSYCH-204 or PSYCH-205; one laboratory course numbered between 300 and 327 (except PSYCH-320); and one other course.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience (p. 46).

New England Center for Children Courses

Psychology Courses

Public Policy

Faculty

Frank Anechiarico, *director*

Department/Program Goals

The goal of the Public Policy Program is to prepare students to examine, shape, and participate in civic life in all its dimensions.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Understand the ethical dimensions of policy decisions and the justice implications of policy research
- Communicate clearly and persuasively about public policy issues in their own research
- Engage with stakeholders and policy makers as interns and researchers
- Establish a foundation for professional work in policy science and policy making

Concentration/Minor Description and Requirements

The Public Policy Program is administered by the Government Department in cooperation with the Departments of Economics and Philosophy. A concentration in public policy consists of

· PPOL-251, PPOL-382 and the Senior Project;

· GOVT-116 and GOVT-230;

· ECON-100 (prerequisite for PPOL-251) and ECON-166 (prerequisite for GOVT-230);

· Two courses in ethics (approved by the program director); and

· One course on a specific public policy issue (approved by the program director).

Students are strongly encouraged to take ECON-100 and GOVT-116 in their first year, and to take GOVT-230 and PPOL-251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in PPOL-251.

Concentrators must complete the following courses by the end of the junior year: PPOL-251; PPOL-382; ECON-100 and ECON-166; GOVT-116 and GOVT-230; and one of the required courses in ethics.

Concentrators fulfill the college's Social, Structural, and Institutional Hierarchies (SSIH) requirement by completing PPOL-251 and the Senior Project. To qualify for honors in public policy, a student must have an average grade of 90 (3.7) in courses taken in the concentration and perform with distinction in the Senior Project.

After declaring the concentration, students may not take any course on a credit/no credit basis if the course will be used to fulfill concentration or minor requirements.

Credit from academic work taken off-campus may be substituted for one of the ethics courses or for the course on a specific public policy issue required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of governance and politics, and in mathematics and statistics.

Public policy students will find the programs at the Levitt Public Affairs Center particularly helpful. The Center provides speakers, leadership courses, summer research opportunities, and other activities that will augment and

enrich the coursework in the concentration.

A minor in public policy consists of PPOL-251, ECON-100, ECON-166, GOVT-230, and one ethics course. If the student's concentration is in economics, government or philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department.

A concentration in Public Policy consists of

All concentrators must take:

PPOL-251/GOVT 251	Introduction to Public Policy	1
PPOL-382/GOVT 382	Topics in Public Policy	1
GOVT-116	The American Political Process	1
GOVT-230	Data Analysis	1
PPOL-500/501	Senior Project	1

Students should take Economics-166 prior to Government-230

Starting with the class of 2022, follow this sequence:

Take the following courses:

ECON-100	Introduction to Economics	1
ECON-166	Economic Theory and Evidence	1

Students must receive permission to enroll in ECON-166 if they have already taken GOVT-230

All concentrators should choose two of the following Ethics courses:

GOVT-117/PHIL 117	Introduction to Political Theory	1
PHIL-117/GOVT 117	Introduction to Political Theory	1
PHIL-219	Introduction to Moral Theory	
PHIL-221	Food and Philosophy	1
PHIL-235	Environmental Ethics	1
PHIL-452	Evolution and Morality	1
RELST-260/460	The Self Beyond Itself	1

Choose one of the following "Issue Areas" course:

ECON-318	The Economics of Technology and Innovation	1
ECON-325	Comparative Economic Systems	1
ECON-331	International Trade Theory and Policy	1
ECON-333	Development and Social Change	1
ECON-340	Economic Development	1
ECON-341	Energy Economics	1
ECON-348	Economics of Social Responsibility	1
ECON-350	Economics of Poverty and Income Distribution	1
ECON-360	Health Economics	1
ECON-378	Economics of Gender	1
ECON-380	Environmental Economics	1
ECON-390	Economics of Labor Market Policy	1
ECON-415	Economics of Higher Education	1
ECON-433	International Economics	1
ECON-435	Industrial Organization Theory and Applications	1
ECON-440	Public Economics	1
ECON-446	Monetary Policy	1
ECON-453	Economic Development in Latin America	1
GOVT-212/ENVST 212/GEOSC 212	Climate Change	1
GOVT-273	Law and Justice Laboratory : Seminar in the Criminal Justice System in Oneida County, New York	1
GOVT-285/ENVST 285	Introduction to Environmental Politics	1
GOVT-287/ENVST 287	Political Theory and the Environment	1
GOVT-335	Seminar: Criminal Law	1
GOVT-338	American Public Administration	1
GOVT-340/AFRST 340	Race and American Democracy	1
GOVT-356	The Political Theory of Personal Privacy	1
GOVT-359	The Organization and Politics of American Policing	1
GOVT-360/ENVST	The Politics and Theory of Place and Space	1

360		
GOVT-363	Poverty and Development	1
GOVT-365	Free Speech Theory	1
GOVT-376	Government Failure?:The American Administrative State	1
GOVT-389	Capitalism, Democracy, and the Workplace	1
SOC-204	Social Class in American Society	1
SOC-216	Sociology of Aging	1
SOC-223	Law and Society.	1
SOC-226	The Sociology of Health and Illness	1
SOC-278	Race, Class, Gender	1
SOC-308	Issues in Higher Education	1
SOC-319	Seminar: Globalization and Its Discontents	1
SOC-326	The Sociology of Mental Health and Illness	1
SOC-345	Race, Ethnicity, and Immigration in Urban America	1
SOC-372	Sociology of Disability	1
SOC-373	Seminar on the Constitution and Social Policy.	1

Public Policy Courses

Religious Studies

Faculty
Sarah Griffis
Quincy Newell, chair
S. Brent Rodríguez Plate (on leave 2021-22)
Heidi Ravven
Seth Schermerhorn

Special Appointment
Meredith Moss

Department/Program Goals

The goal of the Religious Studies Department is to provide students with an expansive, self-reflective, and critical understanding of the complexity of diverse religious traditions, engaging in a variety of approaches, methods, and theories.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Examine different approaches to the academic study of religions
- Analyze diverse sets of evidence including both primary and secondary sources
- Critically analyze the category of "religion"
- Communicate clearly, coherently, and effectively

Concentration/Minor Description and Requirements

The concentration in Religious Studies consists of nine courses, including up to two 100-level courses, RELST-291 (Imagining Religions), RELST-498 (Senior Project Seminar), and five electives at the 200-level or higher, of which at least two shall be at the 300-level. At the time the concentration is elected, the concentrator shall propose a program of study including, if desired, study abroad, for the approval of the department. The program of study should include exposure to at least three of the different traditions or geographic regions in which the department offers courses. Honors are awarded on the basis of a cumulative average of at least 3.5 achieved in courses approved for the concentration and the completion of RELST-501 with a 3.7 or better.

Concentrators will fulfill the Social, Structural, and Institutional Hierarchies requirement by completing RELST-291.

A minor consists of five courses, including one 100-level course, RELST-291, and at least one 300 level course.

Courses from other departments and institutions may be approved for concentration or minor credit through a petition to the chair of the department. Normally, no more than two credits earned away from Hamilton will count towards the concentration.

No courses for the concentration or minor can be taken credit/no credit.

Religious Studies Courses

Sociology

Faculty
Stephen Ellingson, chair
Matthew Grace
Yagmur Karakaya
Jaime Kucinskas
Alex Manning
Mahala Stewart

Special Appointment
Meredith Madden

Department/Program Goals

The goal of the Sociology Department is to introduce students to classic and contemporary theoretical approaches in sociology as they pursue data collection and analysis methods with opportunities to apply theory to explain empirical phenomena.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Apply core sociological concepts to explain/interrogate social phenomena
- Employ one or more sociological methods in hands-on independent research
- Describe an array of diverse human experiences

Concentration/Minor Description and Requirements

A concentration in Sociology consists of nine courses: SOC-101 or SOC-110, SOC-301, SOC-302, SOC-549, SOC-550 and four additional courses. A Senior Project (SOC-550) culminating in a written thesis based on original research is required for the concentration. The Social, Structural, and Institutional Hierarchies requirement will be fulfilled by completing one of the following courses: SOC-101, SOC-110, SOC-204, SOC-223, SOC-237, SOC-278, SOC-288, SOC-301, SOC-319, SOC-323, SOC-329, SOC-361, SOC-367, SOC-373. Prospective concentrators who will be off campus during their junior year are encouraged to take SOC-301 and SOC-302 as sophomores. Candidates for honors must have a 3.3 (88) or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty.

A minor in Sociology consists of SOC-101 or SOC-110, SOC-301 and three additional courses.

Sociology Courses

Theatre

Faculty

Mark Cryer, chair
Jeffrey Larson
Craig Latrell
Jeanne Willcoxon

Special Appointment
Seth Reiser

Department/Program Goals

The goal of the Theatre Department is to teach students to think and express themselves creatively while at the same time learning discipline, time management, and solid group-building and leadership skills.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Exhibit competence in production/design of theatre
- Exhibit competence in acting/directing of theatrical performances
- Analyze plays/productions as aesthetic/cultural productions related to institutional and social hierarchies

Concentration/Minor Description and Requirements

Beginning with the Class of 2021, a concentration in theatre consists of 10 credits: THETR-100, THETR-102 or THETR-201, THETR-105, THETR-141, THETR-142, THETR-212, THETR-303, THETR-307; THETR-550 or THETR-560; and two (2) electives from 200-or-300-level courses.

Concentrators in theatre fulfill the Social, Structural, and Institutional Hierarchies requirement by completing any of the following courses: THETR-100, THETR-102, THETR-141, THETR-142, THETR-212, THETR-236, THETR-238, THETR-303 or THETR-307.

Majors should audition or interview for all mainstage productions (THETR-141 and THETR-142). THETR-105 should be taken before the completion of the sophomore year.

The Senior Program requirement in theatre may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (THETR-550), which may be a research paper or the composition of a play; or Senior Performance/Production (THETR-560), which may be an acting showcase, the directing of a play or designing for a departmental production. Students falling below the 3.0 (85) average may be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors will be awarded on the basis of a cumulative record of 92 or above in all courses counting

toward the major, satisfying departmental expectations, and distinguished achievement on the Senior Project.

A minor in theatre consists of THETR-100 and four electives, two of which must be at the 200-level.

Theatre Courses

Women's and Gender Studies

Faculty

Vivyan Adair, chair
Joyce Barry (on leave 2021-22)
Margaret Gentry (on leave 2021-22)
Shazene Hussain
Preity Kumar
Anne Lacsamana (on leave 2021-22)
Stina Soderling

Special Appointment
Mariah Stember

Department/Program Goals

The goal of the Women's and Gender Studies Department is to develop students' skills in conducting interdisciplinary critical analyses of how gender — in relation to race, class, citizenship status, ability, age, and sexuality — structures our world.

Department/Program Student Learning Outcomes

Students Will Learn to:

- Explain the connections between the pedagogy of feminism to the methodology and varying practices of the subject
- Demonstrate the connections between the history of feminism to contemporary theory, practice and activism
- Critique the use of contemporary theories of intersectionality, interdisciplinarity and transnationality in feminist studies
- Apply a range of feminist methodologies and theories in research and writing
- Demonstrate knowledge of theories in academic feminism with the social orders and structures in which we live

Concentration/Minor Description and Requirements

The concentration in Women's and Gender Studies consists of nine courses: WMGST-101, WMGST-201, WMGST-301 and WMGST-550; two courses selected from among WMGST-314, WMGST-327, WMGST 334, WMGST 408W, WMGST-401, WMGST-402 and WMGST-405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration. Beginning with the class of 2020, students concentrating in Women's and Gender Studies must satisfy the Social, Structural, and Institutional Hierarchies requirement by taking WMGST-101: Introduction to Women's and Gender Studies.

The Senior Program (WMGST-550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of at least 3.5 (90) in the concentration may receive honors through distinguished work in WMGST-550. A complete description of the Senior Program is available from the program director.

A minor in Women's and Gender Studies consists of WMGST-101, WMGST-201, WMGST-301, one course selected from WMGST-314, WMGST-327, WMGST-401, WMGST-402 or WMGST-405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

The concentration in Women's and Gender Studies consists of nine courses:

All concentrators must take:

WMGST-101	Introduction to Womenâ€™s and Gender Studies	1
WMGST-201/GOVT 201	Introduction to Feminist Thought	1
WMGST-301	Feminist Methodological Perspectives	1
WMGST-550	Senior Program	1

Take two courses from the following:

WMGST-314	Seminar: Feminist Perspectives of Class in the United States	1
WMGST-327	Seminar on Aging	1
WMGST-401	Seminar: Theories of Sexuality	1
WMGST-402	Feminist Theory and	1

	Practice: Transnational Feminisms	
WMGST-405/AFRST 405	Seminar: Black Feminist Thought	1
WMGST-408	Feminist Epistemology, Methodology, Theory, Research and Praxis: Individual Topics	1
WMGST-334	Kitchen Culture: Women, Gender and the Politics of Food	1

All concentrators must take three electives:

Women's and Gender Studies Courses

Educational Goals and Curriculum

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program (including credit-bearing courses, co-curricular work, and extra-curricular activity) that fosters the fulfillment of the eight educational goals.

Intellectual Curiosity and Flexibility — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence

Analytic Discernment — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically

Aesthetic Discernment — evaluating quality and value in a variety of artistic and other intellectual domains

Disciplinary Practice — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft

Creativity — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully

Communication and Expression — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities

Understanding of Cultural Diversity — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others

Ethical, Informed and Engaged Citizenship — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.

A Liberal Arts Education at Hamilton College

I. Foundations

The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College requires students to complete the Writing and Quantitative and Symbolic Reasoning programs.

The Writing Program: Students must pass at least three writing-intensive courses.

The Quantitative and Symbolic Reasoning Program: Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year.

In addition, the College encourages students to participate in the First-Year Course and Proseminar programs.

The Social, Structural, and Institutional Hierarchies Requirement: Beginning with the Class of 2020 every student must complete a concentration requirement that will focus on an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

The First-Year Course Program: First-year courses are a special set of small courses or sections of courses open only to first-year students. These courses are designed to address students' academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and the development of strong relationships among first-year students and instructors. Each first-year course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR) or Speaking Intensive (SI) course.

The Proseminar Program: Proseminars emphasize active participation and engagement in learning. Proseminars

offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of Proseminars are available in the Catalogue.

II. Breadth in the Liberal Arts

As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. Concentration

Each student must meet the requirements for a concentration, including a requirement that will help students gain an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

- Academic Programs (p. 4)

IV. Senior Program

All students are required to complete the Senior Program in their concentrations as a means of demonstrating an appropriate level of mastery of the content and methods of a discipline. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and aural components.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings, as we prepare them to make choices and accept the responsibilities of citizenship in a democratic world of intellect and diversity.

Lectures and Performances

Lectures and Performances

Academic Advising

The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program. Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student’s field of study.

Academic Policies and Regulations

Requirements for the Baccalaureate Degree

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and any activity where a student is a representative of Hamilton or that involves use of Hamilton community resources. Complaints alleging violations of the Honor Code shall be submitted in writing by community members to the Chair of the Honor Court or to the Associate Dean of Students for Academics.

Course Units

The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation.

Each unit of credit is equivalent to four semester hours. Each Hamilton course is equivalent to four credit (or semester) hours, unless otherwise noted in the course description. Each course expects at least three hours of study for each class hour or a total of 12 hours per week. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits. A semester is made up of 15 weeks of classes and exams and the College calendar is made up of 2 semesters.

Residence

A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree

The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration

A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 1.7 in all courses taken at Hamilton that are approved for the concentration. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Single Concentration

By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a GPA of 1.7 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration

Students normally declare a single concentration, but it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar. A student who declares a double concentration may not also declare a minor.

Interdisciplinary Concentration

A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a GPA of at least 1.7 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Minors

A student with a concentration in a single department or program may declare a minor in one or two other departments or programs that offer a minor. Students declaring a minor are strongly encouraged to consult with the appropriate department or program chair. Normally, a student should declare a minor early in the spring of their junior year. See the “Hamilton College Calendar” for the specific deadline. To declare a minor, a student must have completed at least one course in the discipline and have declared a concentration. The student must have earned a GPA of at least 1.7 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses, not only at the introductory level, as approved by the department or program under which the work is undertaken. A student may not count any course as part of both a concentration and a minor, or as part of two minors.

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Standards for Written Work

The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Only one writing-intensive course in mathematics and one language course in which assignments are written in a language other than English may count towards the required three courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

Writing-Intensive Student Learning Outcomes

- Students will refine their writing through a recursive process that involves drafting, revising, and receiving feedback from readers.
- Students will substantiate and develop ideas through the analysis of evidence and the critical use of sources.
- Students will employ appropriate rhetorical strategies and mechanical conventions for specific disciplines, audiences, genres, and media.
- Students will properly incorporate, cite, and document sources.

Standards for Oral Communication

The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including Proseminars and seminars, require class

participation through discussion, performance and debate, as well as through individual or group presentations. Most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses designated as "Speaking Intensive" (SI). Course descriptions found in the online catalogue include “Oral Presentation” if an instructor has designated a course as such. Students who experience difficulty in meeting the College’s expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work

Hamilton expects that every student will demonstrate facility in quantitative and symbolic reasoning by completing one or more courses in at least one of the following three categories:

1. Statistical Analysis. The use of statistical analysis to describe data and to make inferences.
2. Mathematical Representation. The use of mathematical models such as those based on graphs, equations and geometric objects to represent patterns, relationships and forms.
3. Logic and Symbolic Reasoning. The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

Courses across the curriculum that fulfill this requirement are described as Quantitative and Symbolic Reasoning courses under Courses of Instruction. They are also listed online in Student Planning. The College offers tutoring in the area of quantitative and symbolic reasoning through the Quantitative & Symbolic Reasoning Center and the Peer Tutoring Program. This requirement should be fulfilled by the end of the second year at Hamilton.

Quantitative and Symbolic Reasoning Student Learning Outcomes:

1. Students will successfully perform discipline-specific quantitative or symbolic manipulations.
2. Students will accurately interpret disciplinary arguments made using quantitative or symbolic rationalizations, whether of an analytical or visual nature.
3. Students will employ appropriate quantitative data or symbolic representations to support an argument.

Physical Education Requirement

Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the “Physical Education” section. Instruction is available in badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball, and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements

Conferral of Degrees

All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral in absentia). Any student who has completed the Writing-intensive, Quantitative and Symbolic Reasoning, Physical Education, and concentration requirements (or the department/program agrees to a plan to complete concentration requirements), has completed at least 30, but less than the 32 credits required for graduation, and has a plan for completing the remaining credits can be allowed to participate in the graduation ceremony upon approval of a petition submitted to the Committee on Academic Standing.

Academic Performance and

Expectations

Grades and Grading Policies

A student's academic performance is graded by the instructor at the close of the semester with one of 13 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

Grading Rubric

The letter grades with their numerical equivalents are shown below:

EXCELLENT	A+	(4.0)	A	(4.0)	A-	(3.7)
GOOD	B+	(3.3)	B	(3.0)	B-	(2.7)
SATISFACTORY	C+	(2.3)	C	(2.0)	C-	(1.7)
POOR	D+	(1.3)	D	(1.0)	D-	(0.7)
FAILURE	F	(0)				

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign "C+," "C" or "C-" to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, or F (see "Credit/No Credit Option (p. 65)"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Limitation on Repeating Courses

Students who earn a passing grade in a course may not repeat the course for credit except for those courses where the Catalogue states, "May be retaken for credit." Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation.

Grades of Incomplete and Grade Changes

Any grade of incomplete reported by an instructor must first be approved by the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Student Support and the student. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course no later than four weeks from the end of the semester for which the grade of incomplete was assigned, unless completing the work requires being on campus. If all remaining work is not submitted by the deadline, the grade will automatically be changed to F. Deadlines for incompletes will be extended only for compelling extenuating circumstances and only with approval from the Chair of the Committee on Academic Standing in consultation with the Associate Dean of Students for Student Support and the instructor. Extensions, if granted, will normally be for another four weeks.

An instructor may not change a grade, other than the removal of a previously approved incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Grade Appeals

Grading is a faculty prerogative and it is normally not Hamilton's policy to intervene in grade disputes. *In no instance will the College change a grade without the permission of the instructor.* Students who have a complaint about a grade should in all but the most sensitive

cases (e.g., sexual harassment) discuss their concerns with the instructor of the course. If this meeting fails to bring about a resolution, the student should then talk to the Chair of the department. The Chair should consult with both the student and instructor.

If the matter cannot be resolved at this stage, the student may meet with the Associate Dean of Students for Academics, who, upon meeting with both the student and instructor, and completing any appropriate investigation, will discuss the matter with the Dean of the Faculty, who will decide if the complaint has merit. If the Dean of the Faculty decides the case does not have merit, s/he should respond to both the student and instructor in writing detailing the reasons for the decision. A copy of this letter should be kept in both the student's and instructor's files.

If the Dean does believe that the case has merit and that a waiver of an academic regulation (e.g., late withdrawal, change to Credit/No credit after the deadline) is appropriate, s/he may refer the complaint to the Committee on Academic Standing with a recommendation for further action. This recommendation should include copies of a written statement from the student, the response from the instructor, and a letter from the Dean explaining the reasons for the recommendation. A copy of the student complaint, the instructor response, and the Dean's recommendation will be kept in both the instructor's and student's files.

Credit/No Credit Option

To encourage greater breadth in course election, the College allows a student to elect courses on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. Unless instructors ask, they will not be informed which students are taking a course using the credit/no credit option.
2. Students must inform the registrar of their intention to declare or remove the credit/no credit option no later than the sixth Wednesday of the fall semester and the sixth Friday of the spring semester.
3. Concentration or minor requirements may contain additional restrictions regarding credit/no credit courses.
4. Courses taken credit/no credit may not be used to fulfill the Writing Intensive or Quantitative and Symbolic Reasoning graduation requirements.
5. To qualify for credit (with a recorded grade of CR), a student must earn a C- or better. The grade will not enter into the computation of the overall average, but the course will be counted in the student's total units.
6. If a student earns a grade of D+, D or D-, the transcript will show the designation NC. No credit is earned for a "NC" grade and the grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, the transcript will show an F, no credit will be earned for the course, and the grade will enter into the computation of the overall average.

The maximum combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an individual student may have on a transcript is four.

Courses Evaluated Satisfactory/Unsatisfactory

In certain courses, students may be evaluated "satisfactory" or "unsatisfactory." The description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor. The maximum combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an individual student may have on a transcript is four.

Grade Point Average (GPA)

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Adirondack Program, the Hamilton Program in New York City, the Hamilton Term in Washington, the

New York State Independent College Consortium for Study in India and The New England Center for Children Cooperative Learning Program are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings

Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status

The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Risk

The Committee on Academic Standing will deem a student to be at academic risk for the succeeding semester who, in his/her first semester in residence at Hamilton, earns a GPA of less than 2.0. Students deemed to be at academic risk will be subject to the restrictions that apply to academic probation, described below.

Academic Probation

The Committee on Academic Standing will place on academic probation for the succeeding semester a student who has completed at least two semesters at Hamilton and whose GPA for the most recent semester is below 2.0.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing may recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency

The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1. a GPA for the prior semester of less than 1.0, or

2. incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency

The Committee on Academic Standing will normally expel from the College any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton.

Permanent Record

A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: “suspended (or expelled) from the College on (date)_____ for the reason of _____.”

Course Election and Exams

Course Election

Both Hamilton’s commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing.

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program.

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first seven class days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar’s Office within the seven-day period.

Classes may not be added after the deadline without permission of the Committee on Academic Standing. After the first seven class days of either semester, a student who is taking four or more courses may drop a course up to one week after midterm, after consulting with the advisor and the instructor of the course.

After the drop deadline, a student may drop a course without the penalty of failure only with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Independent Study

After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such

as poetry, fiction, musical composition or visual art.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor and the Committee on Academic Standing.

Internships

The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn 1/4 credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a 1/2-credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Reading Period and Final Examinations

The reading period shall comprise three days, with the final examination period beginning on the night of the third day and extending for four additional days. The final examination period has three scheduled examination sessions per full day. If a student is scheduled to take more than one examination in a single session, or if a student is scheduled to take three examinations in a single day, the student should ask an instructor to reschedule one final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the Office of the Dean of Students. A student shall not be required to take three examinations in a single day. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Study Away from Hamilton

Transfer of Credit to Hamilton for Study Away

STUDY AWAY FROM HAMILTON FOR MATRICULATED STUDENTS

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers; however, seniors must take their final semester at Hamilton College/in a Hamilton College program. Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with one's academic advisor, the appropriate department chairs, and the Off Campus Study Office early in the sophomore year is advised.

Transfer of Credit to Hamilton for Study Away
The College aims to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards, be consistent with the liberal arts disciplines, and be similar to actual courses taught at Hamilton. The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all petitions for transferred credit.

Currently matriculated students must receive approval

prior to taking courses elsewhere in order to be assured of transfer credit. Approval on the petition for transferred credit form must be obtained from the academic advisor, Department Chair/Program Director (as needed), Registrar's Office, and the Committee on Academic Standing. Students who carry out independent studies at another college or university must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the project. Upon returning to Hamilton, all students must have an official transcript sent to the Office of the Registrar in order for any pre-approved transfer credit to be applied to the students' record.

The policy for transferred credit is as follows:

1. Courses must be taken at an accredited institution and be in the liberal arts disciplines. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
2. Students are encouraged to study at four-year institutions. Once a student has earned 14 or more Hamilton units (including units earned by all forms of transferred credit) they may not study at a two-year institution and earn transfer credit.
3. Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study per summer. Normally, no more than four course credits will be granted for courses taken online.
4. Transferred credits for courses taken asynchronously will only be granted after approval of a portfolio of coursework by the appropriate department.
5. Students must earn a grade of C or higher for a course to be eligible for transfer credit. Courses with a non-letter grade such as "credit" or "pass" will not be accepted for transfer credit unless the host institution provides documentation to the Registrar's Office indicating that the grades are equivalent to a C or better.
6. The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because (.025)(32) = .8. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
7. Transferred credit, including summer study, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.
8. Once transferred credit has been entered on a student's transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.
9. The Committee on Academic Standing grants final approval of all petitions for transferred credit. Any requests for exceptions to the above conditions must be submitted to the committee.

Off-Campus Study Programs

Students planning to study in a foreign country and on pre-approved domestic programs must register their intentions with the Office of Off-Campus Study by the published deadlines and follow and complete the procedures specified above for transferred credit. The transfer credit procedures described above do not apply to the Hamilton programs in China, France, Spain, New York City, Washington, D.C., or Boston.

To receive an approved academic leave of absence for off-campus study, a student must:
1. earn a cumulative GPA of 2.7 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for study abroad;
2. receive no final grades of F in the semester immediately preceding the proposed period of study abroad;
3. not be on academic (GPA below 2.0 for the semester immediately preceding the proposed period of study abroad) or social probation (6 or more points) on the start date of their leave of absence for study abroad; and
4. complete the writing, quantitative and symbolic reasoning, and physical education graduation requirements.

With the exception of a small number of pre-approved programs for particular concentrators, to earn credit toward a Hamilton degree from work transferred from study abroad in a country whose language is not English, a student must meet the following requirements:
1. prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
a.) the fourth-semester level for French, German, Russian and Spanish;

b.) the second-semester level for Arabic, Chinese, Hebrew, Italian, and Japanese;
c.) the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2. while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The work must be worth at least one-fifth of the total work presented for transferred credit from the study abroad experience.

Note: For programs in Classical Studies, proficiency at the second-semester level in Ancient Greek or Latin is required prior to attending the program and continued study of Ancient Greek or Latin is required while in the program, regardless of the country in which the program is located (e.g., Italian is not required to study at a Classics program in Italy).

Final approval of off-campus study programs and transfer of credit is granted by the Committee on Academic Standing who may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study.

Students who change their programs after leaving campus must discuss substitutions with the Office of Off-Campus Study by email or telephone.

Study Prior to Matriculation at Hamilton

High School students who have participated in Dual-Enrollment programs or who take college-level courses while enrolled in high school will not receive credit for the work they have done in those programs, but may receive advancement in an area of study on the basis of that work.

Evaluation of Credit for Transfer Students
The College is interested in students who wish to transfer to Hamilton after enrolling at other institutions of higher education. As such, the work completed prior to matriculation at Hamilton will be evaluated when a student is accepted so that they may make informed decisions regarding transfer to the College. Once the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses on the student's Hamilton record. Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

The registrar will assign a transfer student a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which they have been placed. All transfer students must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate Department Chair/Program Director.

Changes to the Four-Year Schedule for Completion of Degree

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of

absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows. Please note, while on leave, students are not allowed to participate in campus activities (including clubs, organizations, committees, or academic programs) or be on campus without first receiving permission from the Dean of Students Office.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the registration fee, preregister or participate in the housing or meal plan lotteries. The registration fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence

Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence

Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence

Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

In extraordinary circumstances when a student is unable or unwilling to take a voluntary leave of absence, the dean of students or a designee may place a student on an involuntary leave of absence if it is determined that the student's actions pose a direct threat to the safety of others or disrupt the learning environment for other students. Before an involuntary leave is considered, the dean of students will consult with the student and his or her parent(s) or guardian(s) and encourage a voluntary leave of absence.

Prior to placing a student on an involuntary leave, the dean of students or a designee will meet with the student and explain the reasons why it is under consideration. The student will have an opportunity to respond. In determining whether an involuntary leave is necessary, the dean of students will confer with campus officials who can help evaluate whether a student’s behavior poses a direct threat to the safety of others or disrupts the learning environment for other students. The dean of students or designee may require an assessment by health care professionals who can assist in making an informed decision. In all cases, reasonable accommodations that would mitigate the need for an involuntary leave will be considered. In a case where a student’s behavior is judged by the dean of students or designee to pose an immediate and substantial disruption or threat to the safety of others, the dean or designee may take immediate action to place the student on an involuntary leave, providing the student an opportunity to respond to the action in a reasonable period of time.

Students who take a leave during a semester will normally be on leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension

A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College. A

student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary and Honor Code Suspension

Students may be suspended from the College for disciplinary reasons or for violating the Honor Code. Readmission to the College after a suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal

Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission

Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Preregistration

Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must not have any holds and meet all other eligibility. Students who have not preregistered may be withdrawn from the College.

Housing Selection

In order to continue in college housing, returning students select their rooms for the next academic year through the housing selection at the end of the spring semester. In order to be eligible, students must have their accounts clear and have preregistered for classes for the fall semester. The housing selection information guide, updated in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Meal Plan Placement

Each student must participate in a meal plan while classes are in session. All first-year and sophomore students must participate in the 21-meal plan. Most junior and senior students will participate in the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students, at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life.

Advanced Placement Policies

In order to receive A.P. credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. **Students must take one of the courses listed below as their first course in the department, unless otherwise designated**. If a department does NOT state explicitly that it gives credit, a student cannot get credit for the A.P. test in that field.

Art

General, Drawing and Art 2D Design: Students having obtained a 5 on the AP exam will receive 1 credit upon completion of Art 104 or 160 with a minimum grade of a B in the course.

Art History

AP credits do not count toward the Art History concentration or minor. Students who receive a 4 or 5 on the Art History AP examination will receive 1 credit toward general graduation requirements upon completion of a 100-level Art History course with a minimum grade of B.

Biology

For all classes up to and including the Class of 2021:

Students having obtained a 4 or 5 on the Biology AP exam may receive 1 college credit after completion of either Biology 101, 102, or 115 with a minimum grade of B–.

The credit is for exemption from one semester of introductory college-level biology and to allow students to proceed in our curriculum (AP credit may not be applied to the concentration requirements). Students will not receive a college AP credit if they choose to take both Biology 101 and 102.

Beginning with the Class of 2022:

Students having obtained a 5 on the Biology AP exam may receive 1 college credit after completion of Bio 100 with a minimum grade of B (AP credit may not be applied to the concentration requirements).

Chinese

Students having obtained a 4 or 5 in AP Chinese Language and Culture will receive 1 credit upon completion of Chinese 140 or a higher level Chinese language course with a minimum grade of a B- in the course. Placement is based on the placement exam. The AP credit will be awarded after completion of 140, regardless of what level a student initially places into.

Chemistry

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of Chemistry 120 or 190 as their first course in Chemistry with a minimum grade of C-.

Economics

For students in the class of 2022:

The Department will allow entering students who have achieved a top score in the AP Microeconomics exam and Macroeconomics exam (score of 5) to place out of Econ 100: Introduction to Economics. Students who subsequently receive a grade of B- or greater in Econ 166: Theory and Evidence will then also get Hamilton course credit for Econ 100 and can apply this toward the major or minor in Economics.

Entering students who feel that they have a strong background in economics but have not achieved a qualifying score to pursue credit toward the major as specified above should talk to their advisors about whether it would be appropriate to skip Econ 100 and enroll in Econ 166. However, a student who places out of Econ 100 without receiving credit toward the major cannot count this course as one of the 9 required for the major.

For the classes of 2023 and later:

Students can place out of ECON100: Introduction to Economics if:

· They have earned a 5 on either the AP Microeconomics or AP Macroeconomic exam and at least a 4 on the other economics AP exam, or

· They have earned an International Baccalaureate diploma with a score of 6 or 7 on high-level economics, or

· They have earned an A on A-Level Microeconomics and Macroeconomics exams.

Students who subsequently receive a grade of B- or greater in Econ166: Theory and Evidence will then also get Hamilton course credit for Econ 100 and can apply this toward the major or minor in Economics.

Entering students who feel that they have a strong background in economics but have not achieved a qualifying score to pursue credit toward the major as specified above should talk to their advisors about whether it would be appropriate to skip Econ 100 and enroll in Econ 166. However, a student who places out of Econ 100 without receiving credit toward the major cannot count this course as one of the 9 required for the major.

Environmental Studies

Students who complete Environmental Studies 110 with a minimum grade of B+ can apply their Environmental Science AP toward college credit at Hamilton if they received a 4 or 5 on the AP exam. However, AP scores do not count toward completion of the Environmental Studies concentration.

French Literature and Language

Students having obtained a 4 or 5 on the AP French Language and Culture exam will receive 1 credit upon completion of French 200 or above (excluding French 241) with a minimum grade of B in the course.

German

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon completion of German 200W or another 200-level German course taught in German with a minimum grade of B- in the course. Students must complete the 200-level course in their first year at Hamilton to receive the AP credit.

Government and World Politics

U.S. Government and Politics: Students with a score of 5 on the AP exam may enter any 200-level American Politics course without taking the prerequisite. Upon completion of the 200-level course with a minimum grade of B, the student will receive 1 credit toward general graduation requirements for Government 116. The AP credit will not count toward a concentration or minor in Government, World Politics, or Public Policy.

Comparative Government and Politics: Students with a score of 5 on the AP exam may enter any 200-level Comparative Politics course without taking the prerequisite. Upon completion of the 200-level course with a minimum grade of B, the student will receive 1 credit toward general graduation requirements for Government 112. The AP credit will not count toward a concentration or minor in Government or World Politics.

Alternatively, students may take 116 and/or 112 if they so choose, but they thereby forfeit the potential credit from their AP score; to be eligible for these courses, such students must contact the Registrar's Office and request the removal of the AP scores from their records.

History

Students who receive a 4 or 5 on a European, American, and/or World History AP examination will receive 1 credit toward general graduation requirements upon completion of a Writing Intensive 100-level History course with a minimum grade of C-. 200- and 300-level History courses do not meet this requirement. AP credits do not count toward the History concentration or minor. Students can only receive a total of one unit of credit for AP European, American, and World History.

Human Geography

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Anthropology 113 with a minimum grade of B- in the course.

Italian

Students having obtained a 4 or 5 on the AP exam will receive 1 credit upon successful completion of Italian 130 with a minimum grade of B- in the course. The AP credit will be awarded after completion of 130, regardless of what level a student initially places into.

Japanese

Students having obtained a 4 or 5 on the Japanese AP exam will receive one credit upon completion of Japanese 140 with a minimum grade of B- in the course. The initial placement is based on a placement exam by the Japanese Program. Students may be placed into Japanese 130 and still receive AP credit upon completion of 140.

Latin

Students having obtained a 4 or 5 in AP Latin will receive 1 credit upon completion of a 300-level Latin course with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of Latin 210 with a minimum grade of B- in the course.

Literature and Creative Writing

Students earning a score of 4 or 5 on either or both of the AP examinations in Literature and/or Language may place directly into one of two 200-level courses in Literature 204W or 222W.

Students earning a score of 5 on the AP exam will receive 1 credit toward general graduation requirements upon completion of a 100-level or 200-level writing-intensive course in the Literature Department during their first two years at Hamilton with a minimum grade of B- (in addition to the credit earned for the course).

Students whose AP scores have allowed them to move directly into a 200-level literature course must take Literature 204 before they can enroll in Creative Writing 215.

Students can only receive a total of one unit of credit from either the AP English Language and Composition or AP English Literature and Composition. This credit will not count toward the concentration.

Mathematics and Statistics

Students are placed by the department on the basis of AP scores and a departmental placement exam. Students who complete Math 116 with a grade of C- or better, without having taken Math 113, will receive credit for Math 113. This credit does not count toward the concentration or minor. Students who complete Math 216 with a grade of C- or better, without having taken Math 116, will receive credit for Math 116.

Students who have taken Multivariable Calculus in high

school may be placed in Math 224W. If they took Multivariable Calculus at a college, then they get Hamilton credit for Math 216 whether or not they take Math 224W at Hamilton. Students who complete Math 224W with a C- or better will get Hamilton credit for one Hamilton calculus course. If they have taken AP Calculus BC or IB Math HL, then they get credit for Math 116. Should they choose to concentrate or minor in mathematics, the requirement for the second calculus course (whether this is Math 116 or Math 216) will be waived; this second calculus course must be replaced with an elective, so that the total number of courses for the concentration is nine and for the minor is five.

The Math and Stats Department does not award credit for AP Statistics, but students earning a score of 4 or 5 on this exam may place directly into Math 254.

Music Theory

Music 211 is normally a half-credit course. Students who receive a 5 on the AP exam in Music Theory, or who are placed into 211 through the department's placement exam, will receive one credit upon completion of 211 with a minimum grade of B. Students who have taken Music 110 may enroll in 211, but will not receive the additional half credit.

Physics

Physics 1, Physics 2 (algebra based); Physics C (calculus based): Students should consult with the department about placement but will not receive course credit.

Psychology

Students who earn a 5 on the AP Psychology exam may place out of Psych 101 (Introductory Psychology), and will receive 1 Hamilton College credit upon receiving a minimum grade of B in Psych/Neuro 201. The credit may not be applied toward the Psychology concentration or minor; concentrators must still take a total of ten courses.

Spanish Literature and Language

Students having obtained a 4 or 5 in AP Spanish Literature or Language exam will receive 1 credit upon completion of a 200-level Hispanic Studies course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department chair and still receive AP credit upon completion of a 200-level course. Students can only receive one credit for both AP Spanish Literature and Language.

Special Academic Opportunities

Senior Fellowship Program

Each spring, the vice president for academic affairs/dean of faculty designates up to seven academically outstanding members of the junior class as senior fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. Senior fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Cooperative and Affiliated Programs

Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program

Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students will have the opportunity to study at Hamilton. In the past, the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Almaty, Everan, and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching

As a result of an agreement with Union Graduate College, well-qualified Hamilton students can gain assurance of admission to Union Graduate College's Master of Arts in

Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Chaise Ladousa, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program

Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical and mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P.A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor Gordon Jones, in the Department of Physics.

Direct Admission MBA Program

Under a direct admission agreement with the William E. Simon School of Business Administration at the University of Rochester, Hamilton will recommend students who are especially well prepared to proceed directly to the MBA program upon earning their undergraduate degree. Drawing on the College's recommendations, the Simon School will select candidates, preferably by the end of their Hamilton junior year, who have demonstrated above average maturity and strong academic preparation, regardless of undergraduate major. The Simon School will evaluate candidates through a priority interview with a Simon School graduate or a member of the admissions committee. The application fee will be waived. Hamilton students admitted to the Simon School by direct admission should complete business-related summer internships or work experience, or both, during their undergraduate years. The Simon School will provide counseling and support to identify pre-MBA internships and offers merit-based support. For more information about direct admission with the Simon School, see Ann Owen in the Economics Department.

ROTC Program

Hamilton College has a crosstown agreement with Syracuse University—Detachment 535. Students will be enrolled as a full time student at Hamilton and will take ROTC classes each week at Syracuse University—Detachment 535.

For more information, please contact Syracuse University's ROTC Office:

Virginia O'Connor, G'13, EMPA
Program Coordinator
Syracuse University
Air Force ROTC, Suite 214
National Veterans Resource Center
Daniel and Gayle D'Aniello Building
101 Waverly Ave., Syracuse, NY 13244
315-443-2461
afdet535@syr.edu

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years, students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Honors

The College recognizes academic achievement with a variety of honors. Read about specific awards, fellowships, scholarships and prizes.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next 10 percent, magna cum laude; and those in the next 10 percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be

eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than B+ or 3.3 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries online. Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean’s List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of faculty makes public the names of students who have carried throughout the semester a course load of four or more graded* credits with an average of 3.5 or above. (A special criterion for the Dean’s List applies to the Term in Washington and Hamilton in New York City programs; see “Academic Programs and Services.”)

*Graded courses are those courses completed with a letter grade on the scale of A+ - D-)

Phi Beta Kappa

Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. The Hamilton chapter normally selects about 10 percent of the senior class for membership (see criteria for election).

Sigma Xi

Sigma Xi, the scientific research society, is one of the oldest and largest scientific organizations in the world and is the international honor society of science and engineering. The Hamilton College chapter was installed in 1965. The mission of Sigma Xi is "to enhance the health of the research enterprise, foster integrity in science and engineering, and promote the public's understanding of science for the purpose of improving the human condition." Students who show marked aptitude for research and who are continuing in research at the graduate level can be elected to associate membership. Membership is by nomination and election by full and active members, and is based on a student's performance in a research project, presentation and publication of results of research.

Lambda Pi Eta

The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty members in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and

international relations among students and faculty members.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Financial Information

Tuition and Fees

The Business Office provides a monthly billing statement for each student. Fall tuition expenses are billed in July and spring tuition is billed in December. Monthly statements may include additional charges incurred from other offices on campus such as the Health Center or Campus Safety.

Tuition and Fees Adjustments

Hamilton recognizes that the coronavirus pandemic continues to create risks and uncertainties that may affect the future structure of its traditional on-campus learning and residential experience, but the tuition charged by the College is based on the quality and expertise of the faculty and is not dependent on the format of our educational programs. If Hamilton is forced to alter the structure of its on-campus educational programs, or transitions to a remote learning model to mitigate the possible effects of the coronavirus pandemic or because of restrictions imposed by federal, state, or local authorities, tuition charges will remain as published for 2020-21 and will not be refunded or reduced.

Students who choose to be fully remote for the fall semester will not be charged room and board. Those who are on financial aid will have their awards adjusted to reflect the changes in costs and projected expenses. Revisions will begin after students have confirmed their fall plans. Questions may be directed to finaid@hamilton.edu.

Tuition rates and fees for the 2020-21 academic year:

	per semester	**per year**
Tuition	$ 28,965.00	$57,930.00
Room (in College residence halls)	$4,060.00	$8,120.00
Board (in College dining halls)		
Unlimited Access meal plan	$ 3,370.00	$6,740.00
14 meal plan	$3,185.00	$6,370.00
7 meal plan	$1,750.00	$ 3,500.00
ACTIVITIES FEE	$290.00	$580.00

Tuition rates and fees for the 2019-20 academic year:

	per semester	**per year**
Tuition	$27,985	$55,970
Room (in College residence halls)	$3,925	$7,850
Board (in College dining halls)		
Unlimited Access meal plan	$3,255	$6,510
14 meal plan	$3,079	$6,158
7 meal plan	$1,692	$3,384
ACTIVITIES FEE	$280	$560

Tuition Refund Policy

Fee Considerations for 2020-21

Hamilton recognizes that the coronavirus pandemic continues to create risks and uncertainties that may affect the future structure of its traditional on-campus learning and residential experience, but the tuition and fees charged by the College are based on the quality and expertise of the faculty and is not dependent on the format of our educational programs. If Hamilton is forced to alter the

structure of its on-campus educational programs, or transitions to a remote learning model to mitigate the possible effects of the coronavirus pandemic or because of restrictions imposed by federal, state, or local authorities, tuition charges will remain as published for 2020-21 and will not be refunded or reduced.

Students who choose full remote learning for the fall semester will not be charged room, board, or the student activities fee. Students who are approved to leave during the semester to study remotely will receive prorated room, board, and student activities fees for the number of weeks not on campus as detailed below, however no refunds will be given after October 26th. Those who are on financial aid will have their awards adjusted to reflect the changes in costs and projected expenses. Revisions will begin after students have confirmed their fall plans. Questions may be directed to finaid@hamilton.edu.

Students who leave campus to pursue full remote learning during the Fall 2020 semester will be refunded room, board and student activities fees according to the following schedule:

Prior to August 23	100 percent
August 24 to August 30	90 percent
August 31 to September 6	80 percent
September 7 to September 13	70 percent
September 14 to September 20	60 percent
September 21 to September 27	50 percent
September 28 to October 4	40 percent
October 5 to October 11	30 percent
October 12 to October 18	20 percent
October 19 to October 25	10 percent
After October 26	No Refund

Students who are unable to arrive on campus on time due to visa, quarantine, or other travel complications may petition to start the semester remotely and come to campus when travel conditions permit. Students will be billed for full room, board and student activities fees, but once the student arrives, 8 percent of those charges will be credited for each week that the student was not able to be on campus.

Refund Policy

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of Students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. Tuition insurance may apply in some circumstances. Additional information is available at: https://www.hamilton.edu/offices/business/student-accounts/tuition-insurance-plan

Students who receive financial aid from the College and withdraw during a semester will have their aid re-evaluated, and possibly adjusted, based on the type of aid received, government regulations, and the period of attendance.

Prior to the first day of classes, 100 percent of tuition, room, board and the student activities fees will be refunded, less any nonrecoverable costs incurred by the College.

Room charges will not be refunded if a student withdraws after the start of classes unless the student is moving to full-time remote learning as described in Fee Considerations for 2020-21.

Refund Schedule for Withdrawals and Leaves of Absence:

Tuition, board and fees are refunded as follows:	
1) Withdrawal or dismissal during the first week:	80 percent
2) Withdrawal or dismissal during the second week:	70 percent
3) Withdrawal or dismissal during the third week:	60 percent
4) Withdrawal or dismissal during the fourth week:	50 percent
5) Withdrawal or dismissal during the fifth week:	40 percent
6) Withdrawal or dismissal during the sixth week:	30 percent
7) Withdrawal or dismissal during the seventh week:	20 percent
8) Withdrawal or dismissal during the eighth week:	10 percent
9) After eight weeks	no refund

Fellowships, Prizes and Prize

Scholarships

Every year, thousands of alumni, parents and friends provide financial support to ensure that every Hamilton student has an exceptional educational experience. Hundreds of our most loyal donors have established named awards to ensure that critical financial aid will be available for future generations of Hamiltonians. The scholarships and prizes listed on this site celebrate the commitment and generosity of these donors or those in whose honor the funds were created.

General Scholarships

General scholarships are awarded based solely on a student's demonstrated financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery in memory of her son, George Mitchell Avery, Class of 1943.

The Stuart A. Babcock, M.D. '60 Scholarship was established via an estate gift from Dr. Babcock, Class of 1960.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Charles T. Bates Scholarship was established with an estate gift received from Charles T. Bates, Hamilton Class of 1953.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken in memory of his friend and classmate H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Berman Family Scholarship was established by Roger Berman, Class of 1976, and his wife, Bridget Ryan Berman, parents of Andrew, Class of 2006, and Coby, Class of 2012.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Bicentennial Scholarship Fund will provide scholarship support to students demonstrating financial need.

The Bogle Family Scholarship was established by Harold Bogle, Class of 1975, and his wife, Emily, parents of Kelsey, Class of 2014.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradford Family Scholarship was established with estate gifts from Jane D. and Ellis '45 Bradford.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert G. Braunlich III '55 Memorial Scholarship was established by William E. Braunlich, Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Paul W. Brandow '69 Family Scholarship was

established by Paul W. Brandow, Class of 1969.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Roger D. Brink ’53 Scholarship was established via a bequest from Roger D. Brink, Class of 1953.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott’s father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Edward N. Carpenter Scholarship was established by Margaret Carpenter Jones, Class of 1988, and her husband, Jeffrey Jones, in memory of Margaret’s father.

The Carter Scholarship was established through a bequest from Laura Carter.

The Mary and John ’83 Christopher P'14 Family Scholarship was established by John and Mary Christopher.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A. W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th Reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Patricia Pogue Couper Scholarship was established on the occasion of Patricia Pogue Couper’s 86th birthday and in honor of the 65th Class Reunion of her husband, Richard Watrous Couper, Class of 1944.

The Thomas James Crawford Scholarship was established with estate gifts received from dr. Thomas James Crawford, Hamilton Class of 1967.

The Andrew F. Crocker ’83 Scholarship was established by David H. Morse, Class of 1983.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Dr. Henry Darling Memorial Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Arthur A. Darrigrand ’37 Scholarship Fund was established by Joyce L. Darrigrand in memory of her

husband.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The John F. DeBernardis '40 and Stella Honaker DeBernardis Scholarship was established by a bequest from Mrs. DeBernardis in honor of her husband.

The Dr. Adam B. Denison, Jr. Scholarship was established by a bequest from Dr. Adam B. Denison, Jr., Class of 1942.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The David DeSantis '88 Scholarship was established by David DeSantis, Class of 1988.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Antoine du Bourg Scholarship was established by a bequest from Joseph F. McCrindle in honor of his half-brother Antoine du Bourg, Class of 1953.

The Willard B. Eddy, Sr. Scholarship was established in memory of Willard B. Eddy, Sr., Class of 1914, by family and friends.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Fielding Family Scholarship was established in 2006 by Donna and Ron Fielding P'07.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle Carlyle Fraser, Class of 1917.

The L. Ronald French '59 Scholarship was established in his memory in 2014 by his wife, Barbara, and son, John.

The Gelber Family Scholarship was established by Brian Gelber, Class of 1976, and Frank and Sandy Gelber P'09.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman, Class of 1911, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hansmann Family Scholarship was established via a bequest from College Trustee, Ralph E. Hansmann, Class of 1940.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Higbie Scholarship Fund was established by Robert W. Higbie, Jr., Class of 1915, and his wife, Pearl Van Siclen Higbie.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a life trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a former trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The Immelt Family Scholarship was established by Andrea and Jeffrey Immelt, parents of Sarah, Class of 2010.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode '33 and Camille Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Victor S. Johnson III '71 Scholarship was established by Nancy Johnson via a trust in honor of her son.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th Reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Lea Haber '87 and Thomas A. Kuck '88 Scholarship was established by Lea Haber Kuck, Class of 1987, and her husband, Class of 1988.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The Mary R. and Stewart L. Magruder, Sr. Scholarship was established in 2015 by Jonathan C.

and Joan Randolph Magruder members of the Class of 1984 in memory of his parents.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Francis E. Ludlow Scholarship was established in memory of Francis E. Ludlow, Class of 1918, by his daughter Winifred L. Mund.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Ellen and John Martin Scholarship was established by Nancy Martin Gernert, Class of 1981, in honor of her parents.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The Frederick W. McGarity Scholarship was established with estate gifts received from Frederick W. McGarity, Hamilton Class of 1949.

The Amy J. Carew Merin '89 and Mitchell M. Merin Scholarship was established by Trustee Amy Carew Merin, Class of 1989, and her husband Mitchell M. Merin.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Lawrence and Kathleen Murphy Scholarship was established by Jennifer Murphy Hill, Class of 1987, in honor of her parents, Lawrence Eugene Murphy, Jr. and Kathleen Murphy.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father, J. Joseph Musselman, Class of 1917.

The Timothy B. Norbeck Scholarship, established by Timothy B. Norbeck, Class of 1960, is awarded to students who demonstrate need.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parker Family Scholarship honors four successive generations of Hamiltonians, spanning over 100 years. It was established in memory of James C. Parker, a member of Hamilton's centennial Class of 1912, in gratitude for beginning this legacy. To date, subsequent Parker family Hamiltonians include David L., Class of 1945 and his twin brother, Allan J., Class of 1945; David's daughters, Julie F., Class of 1983, Kathryn L. "Kate," Class of 1984, and Valerie G., Class of 1989; and David's grandson, and Kate's son, Eli Parker-Burgard, Class of 2016.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was

established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Rice Family Scholarship was established in 2011 by John G. Rice, Class of 1978.

The Robert P. Rich '41 Scholarship was established by Robert P. Rich, Class of 1941.

The Joan G. Romano P'85 Scholarship was established by Anthony F. Romano, Class of 1956, in memory of his wife.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Anne B. and Jules L. Rubinson Scholarship was established by Cecily G. and Richard M. Rubinson, M.D. '57 in memory of Dr. Rubinson's parents.

The Ruppel Family Scholarship was established in 2015 by Philip R. Ruppel, Class of 1980, Faith Bremen Ruppel, Class of 1979, and Nicholas R. Ruppel, Class of 2015.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son Alan Savory, Class of 1955.

The Cheryl L. and Robert D. Shallish, Jr. Scholarship was established by Robert D. Shallish, Jr., Class of 1970, and his wife, Cheryl.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife, Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The Patricia Tolles Smalley Scholarship was established in memory of Life Trustee Patricia "Trix" Tolles Smalley by her family and friends.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Charles J. Standish Scholarship was established with estate gifts received from Charles J. Standish, Hamilton Class of 1949.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Frank Howard Thomas, Jr. '38 and John Atlee Light Thomas '40 Scholarship was established in memory of Frank Howard Thomas, Jr., Class of 1938, and John Atlee Thomas, Class of 194o, by their sister Eugenie A. "Genie" Havemeyer, a founding member of the Kirkland College Board of Trustees and Hamilton College life trustee.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Richmond E. Thompson '25 Family Fund was funded by three trusts established by Richmond E. Thompson, a member of Hamilton's Class of 1925, his wife, Marion R. Thompson, and their daughter Marcia T. Dawson.

The Thompson Family Scholarship was established by Charles D. Smith, Class of 1989, in honor of Nancy and Mark Thompson and their family.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Donald M. Watkin '43 Scholarship was established by Virginia G. "Ginny" Watkin in memory of her husband.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters S. Mabel Willson and Mrs. George A. Small and by his grandson Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Woodin Scholarship was established by W. Jackson "Tony" Woodin, Jr., Class of 1965, and his wife Joanna Johnson Woodin.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

Scholarships by Geographic Area

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California

The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Capitol District

The Brewer Family Scholarship is awarded with

preference given to students from Maryland or the Washington, D.C., area.

Illinois

The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Founda-tion of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. The purpose of the scholarship is to support educational diversity at Hamilton, consistent with the College's mission and admission policy. It is awarded with preference given to LINK Unlimited students and other underprivileged students who demonstrate -promise from Chicago.

The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need and exceptional academic promise.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Indiana

The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need and exceptional academic promise.

Maine

The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Massachusetts

The Steinberg-Lalli Scholarship is awarded with preference given to students who are graduates of Acton-Boxborough High School.

Mid-Atlantic and New England States

The Mary Jayne Comey Scholarship, established in her honor by her husband, William M. "Mac" Bristol III, Class of 1943 and as life trustee of the College, is awarded with first preference given to a student from Gwynedd Mercy Academy in Gwynedd Valley, Pa.; secondly with preference given to a student from the Mid-Atlantic states.

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Midwest States

The Patti and Taylor Abernathy Scholarship was established by the will of Taylor S. -Abernathy, Class of 1914. Preference is given to students from the Midwest. The grant for this scholarship is made possible through the Taylor S. and Patti H. Abernathy Trust, Bank of America, Trustee.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need

and leadership capabilities, with first preference given to students from Minnesota.

New Hampshire

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The Bond Family Scholarship is awarded with first preference given to students who can be reasonably identified as the son or daughter of a living or deceased firefighter, law enforcement officer, or teacher from one of the five boroughs of New York City or from Westchester County, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a longtime friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. -Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady, and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete

on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with -preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The David J. Doyle ’39 Scholarship, established by the estate of Muriel J. Doyle, widow of David J. Doyle ’39, is awarded with preference given to students demonstrating financial need from Orleans County, N.Y.

The Marjorie H. A. and Burke W. Drummond '31 Scholarship was established by Marjorie H. A. Drummond, widow of Burke W. Drummond '31, mother of R. Steven Anderson '66 and grandmother of Avery C. Anderson '03. It is awarded with preference given to students from Auburn, N.Y., or Cayuga County, N.Y.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The LT Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Mark T. Fedorcik '95 Scholarship is awarded with first preference to students from New York City; second preference to students from the greater metro-New York area.

The Leonard C. ’19 and Mildred F. Ferguson Scholarship, established by Hamilton trustee Nancy Ferguson Seeley in memory of her parents, is awarded with preference given to students with financial need from Jefferson or St. Lawrence county, N.Y.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student -designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego, and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, N.Y.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of

Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students, and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Robert G. and Kimberly A. Johnson Scholarship, established by Robert G. Johnson, Class of 1979, is awarded with preference given to students from Syracuse, N.Y., the state of Texas or Central New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Robert A. Kerr, Class of 1940, **Scholarship** is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Lascell-Sargent Family Scholarship is awarded with first preference given to students from Albion, N.Y., and with second preference to students from rural counties of Western New York who demonstrate financial need.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Frank K. Lorenz Scholarship, established by Editor Emeritus of the *Hamilton Alumni Review* Frank K. Lorenz, is awarded to graduates of New York State high schools, with preference given to students from rural areas.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving -students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and extracurricular involvement.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with -preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance, and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior, and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and -members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic and extracurricular promise.

The New York City Public Schools Scholarship is awarded with preference given to students who are graduates of New York City public high schools.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

The Frank and Mary Lou Owens Scholarship, established by charter trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Rifkin Scholarship, established by Daniel I. Rifkin,

M.D., Class of 1988, and his wife, Laura, in honor of Daniel's father, Steven A. Rifkin, and in celebration of Daniel's 25th reunion, is awarded with preference given to students from Western New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Prefer-ence is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, and his wife, Janet C. Scala, in -memory of Robert's father, is awarded with preference given to a deserving student of -Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding -personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Edmund F. Taylor '82 Scholarship is awarded with preference given to students from the greater metro-New York area who intend to pursue a career in the for-profit sector.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior, or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison, or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marine Corps.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Bill Weber Memorial Scholarship is awarded with preference given to students from Oneida, Madison, Southern Herkimer, Onondaga, Cayuga, Seneca, Ontario, and Yates counties, with first consideration given to students from Rome or Utica, N.Y.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer, and Lewis counties, N.Y.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory

of his wife, is awarded to students from North Carolina.

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

Ohio

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chairman emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

South Carolina

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chairman emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Robert A. Kerr, Class of 1940, Scholarship is awarded with first preference given to entering students from South Carolina, Rockland County, N.Y., or Montgomery County, Ohio.

Texas

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, N.Y.

The Robert G. and Kimberly A. Johnson Scholarship, established by Robert G. Johnson, Class of 1979, is awarded with preference given to students from Syracuse, N.Y., the state of Texas, or Central New York.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Vermont

The Orth Family Northern Nugget Scholarship is awarded to students demonstrating financial need, with first preference given to students from the New York State counties of Franklin, Hamilton, St. Lawrence, Warren, Essex, Clinton, Lewis, and Jefferson; second preference to students from rural counties in Vermont, New Hampshire, and Maine; and third preference to students from the New York State counties of Herkimer and Fulton.

Western States

The David Butcher Memorial Book Award is made with first preference given to incoming students from California or the West Coast. The award may be renewed for the sophomore year.

The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin

The Rhind Family Scholarship was established by James T. and Laura C. Rhind, whose sons Jamie and David are members of the Classes of 1983 and 1985, respectively. Mr. Rhind was a member of the Class of 1944 and a life trustee of the College. The scholarship is awarded with preference given to students from the states of Illinois, Indiana, or Wisconsin who demonstrate need

and exceptional academic promise.

The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International

The Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Class of 1969 Alexander Hamilton Scholarship was established by the class upon the occasion of its 40th reunion, in recognition of the principles of the founding fathers. It is awarded to juniors or seniors who evidence academic achievement and a commitment to activities that contribute to the College community.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The James R. Andrews Scholarship was established by a bequest from James D. Andrews in memory of his son James R. Andrews ’88.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde’s father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. ’12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., a member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity, and determination in the classroom and in extracurricular activities.

The Baker Family Scholarship, which recognizes three generations of Bakers at Hamilton, is awarded with preference given to students who have declared a concentration in economics.

The John L. Baldwin, Jr. Scholarship, established by Jeffrey Steinkamp, Class of 1953, is awarded with preference given to students who plan to contribute to the musical life of the College.

The Barrett-Briggs Scholarship Fund, established by Thomas J. Schwarz, Class of 1966, in honor of professors Edwin Barrett and Austin Briggs, long-standing and distinguished professors of English at Hamilton, is awarded to rising juniors or seniors majoring in English

who have demonstrated outstanding academic excellence, superior writing abilities, and significant financial need.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother John H. Bates, Class of 1936, who was killed in action during WWII, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood ’14 Family Scholarship, established in 1994 in honor of Wayland P. Blood, Class of 1914, by his family and friends, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Jane D. and Ellis E. Bradford Scholarship is awarded to incoming students who evidence strong academic profiles and considerable financial need. Preference is given to first-generation college students. The award may be renewable for subsequent years provided the recipients maintain at least a B average and demonstrate a commitment to and involvement in the greater Hamilton community.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College’s extracurricular activities.

The Mac Bristol ’43 Memorial Scholarship is awarded with preference given to students demonstrating leadership through active involvement in extracurricular activities, as well as exhibiting academic promise.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and chairman of the Board of Trustees from 1977 to 1990, is awarded to a sophomore who is a strong student, an active participant in the classroom and in extracurricular activities, and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Byne Scholarship was established by George A. Clark in memory of his sister Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient’s debts.

The 1LT Michael J. Cleary ’03 Scholarship was established in 2006 in memory of 1LT Michael J. Cleary, Class of 2003, by his family and friends. 1LT Cleary died in December 2005 while in the service of his country in Iraq. This scholarship is awarded to students who demonstrate the highest qualities of citizenship, commitment, and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Cowles Family Scholarship was established by trustee Julia Cowles, Class of 1984, in memory of her parents, Chauncey Cowles, Class of 1933, and Janet Crowley Cowles, to mark the occasion of Mr. Cowles' 100th birthday. It is awarded with preference given to students who are U.S. citizens demonstrating financial need.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others, and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The DeSanctis Family Scholarship honors the parents of Dr. Alfred L. DeSanctis, Class of 1939. It is awarded with preference given to students demonstrating excellence in the classroom while pursuing a pre-medical school course of study.

The Dirvin Family Scholarship, established by Gerald V. Dirvin, Class of 1959, and his wife, Polly, is awarded with preference given to students who are U.S. citizens demonstrating significant financial need.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock, and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife, Helen Brancati Comstock. It is awarded to students who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Charles Edward Doran, Jr. '51 Scholarship was established by Richard F. Kadlick, Class of 1979, in memory of his uncle. The scholarship is awarded with preference given to students who are concentrating in American history.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Antoine du Bourg '53 Music and Art Scholarship was funded by the estate of Antoine du Bourg, a member of the Class of 1953. It is awarded to students demonstrating financial need who are interested in music and the arts.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The First Generation Scholarship is awarded on the

basis of demonstrated financial need, with preference given to a first-generation college student.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Sidney and Laura Gilbert Scholarships are awarded to incoming first-generation college students. Sidney (1912-2000) and Laura (1917-2009) grew up in New York City in poor immigrant families. Neither received much formal education, though they deeply valued learning. Having prospered, they reserved a portion of their estates to enable others to obtain the education they were denied.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The F. Hamilton Gouge Fund was established in 2013 by Thomas Hamilton Gouge, Class of 1966, and his family in memory of Tom's father, Class of 1940, his grandfather, Class of 1911, and his great-grandfather, Class of 1870. This scholarship, which recognizes five Gouge generations at Hamilton and the unique role of Tom's great-grandfather as an architect of the College, is awarded to students majoring in the arts, broadly defined.

The J. Edward and Marie M. Hacker Scholarship, established by James E. Hacker, Class of 1981, in honor of his parents, is awarded with preference given to a student who is pursuing either a major or a minor in music.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history, or English.

The Joan Hinde Stewart Scholarship was established by members of the Hamilton Board of Trustees, alumni, parents, and friends of the College to recognize and celebrate Joan Hinde Stewart's 13 years of service as president.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Elizabeth B. and Joel W. Johnson Scholarship is awarded with first preference given to students who are the children of either public school teachers or ordained Congregational (United Church of Christ) ministers.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Kevin W. Kennedy '70 Scholarship was established in 2011 in honor of Kevin W. Kennedy, Class of 1970, by his colleagues and friends on the occasion of his retirement from Goldman Sachs.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Robin B. Kinnel Scholarship was established by Peter N. Schlegel, M.D., Class of 1979, in honor of Robin B. Kinnel, Ph.D., the Silas D. Childs Professor of Chemistry Emeritus and lecturer in environmental studies. It is awarded with preference given to students pursuing either a major or a minor in mathematics or chemistry.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. Lafley Family Scholarship, established by A.G. Lafley, Class of 1969, is awarded with preference given to students who have participated or are participating in a Hamilton-approved study-abroad program. When possible, recipients should have at least a 3.0 GPA.

The A.G. Lafley '69 / General Electric Scholarship was established by a generous gift from General Electric in honor of A.G. Lafley, Class of 1969, to recognize his service as a director of the company. The scholarship is awarded with preference given to students who have participated or are participating in a Hamilton-approved study-abroad program. When possible, recipients should have at least a 3.0 GPA.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William R. Marran III Scholarship is awarded to qualified students from disadvantaged backgrounds who might otherwise be overlooked by a selective admission process.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the 3-2 engineering program.

The Selby and Richard McRae Scholarship is awarded to outstanding candidates for admission to Hamilton who would be otherwise unable to attend.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Nye Family Scholarship was established by Daniel T. H. Nye, Class of 1988, and Meagan Knuetter Nye, Class of 1990, in honor of Daniel's parents, Molly Harding Nye and Joseph Samuel Nye. It is awarded with preference given to first-generation college students.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The Jill Doonan Olwert '84 Scholarship is awarded with preference given to students majoring or minoring in mathematics.

The O'Shea Family Scholarship, established by Julia Saunders O'Shea, Class of 1987, and her husband, Sean, is awarded with strong preference to first-generation college students who are in the top 10% of their class (or equivalent), who are U.S. citizens, and who demonstrate significant financial need.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers, and contribution to the extracurricular life of the College.

The Florence Husband and Paul Parker Scholarship in honor of Florence Husband, an accomplished photographer, and Paul Parker, a long-time professor of art at Hamilton, is awarded with preference given to students enrolled in art or photography courses.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity, and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs, or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded with preference given to a student excelling in science who has also displayed involvement and leadership in extracurricular activities.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Stuart L. Scott '61 Scholarship, established in honor and recognition of Stuart L. Scott, Class of 1961, who served as chairman of Hamilton's Board of Trustees from 2002 to 2008. It is awarded to U.S. citizens demonstrating financial need.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents, and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1986, and Adam J. Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton classes of 1874, 1875, or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was

established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Solomon Family Scholarship was established by trustee David Solomon, Class of 1984, and his wife, Mary Solomon, parents of Carrie Solomon, Class of 2016. It is awarded with preference given to students who excel academically, are involved in the extracurricular life of the College, and who demonstrate the greatest financial need.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The Philip Stewart Scholarship is awarded to juniors and seniors, with first preference given to students majoring in French or studying French; second preference is for students majoring in or studying romance languages.

The A. Waldron Stone Scholarship, established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The Edward and Virginia Taylor Scholarship was established in 2011 through an initial grant from the Sunup Foundation as recommended by Edward C. Taylor, Class of 1946, and his wife, Virginia Crouse Taylor.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior, and senior year, depending upon student performance.

The John W. Uhlein '79 Scholarship is awarded to students demonstrating promise and financial need with preference given to individuals who have participated in the Prep for Prep program, or a similar pre-collegiate, educational leadership program.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship is awarded to an incoming student who has demonstrated academic excellence with preference given to one who has shown an active involvement through volunteerism in his/her local community's not-for-profit organizations.

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry, and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie, and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a woman who is interested in the study of foreign languages and who has demonstrated leadership in broad-based extracurricular activities.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood ’25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides support to deserving students at the discretion of the College administration.

Prize Scholarships

Following completion of one year at Hamilton, students are eligible to receive prize scholarships. These awards recognize academic achievement, as well as leadership, citizenship, and outstanding commitment to co-curricular life on College Hill.

Prize scholarships are awarded either in the fall at Convocation or in the spring on Class & Charter Day. Additional criteria may apply to the awards shown here.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages, and co-curricular -involvement; who strives for perfection; and who has a high level of tolerance and -empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior, or senior music student who is an outstanding performer, composer, scholar, or leader in music and who is also an active participant in a broad range of extracurricular activities.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the Board of Trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who has demonstrated strong academic ability, as well as broad-based extra-curricular involvement and the potential for leadership in the Hamilton community.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, -mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer, and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Class of 2009 Community Service Memorial Prize Scholarship is awarded to that rising junior or rising senior who has demonstrated a significant and substantial commitment to community service and, by his or her involvement, has affected a positive impact on the campus and the surrounding communities including, but not limited to, the Village of Clinton, N.Y. Established by the Class of 2009, this prize honors the memory of classmates Katharine Eckman and Andrew Sheridan.

The Thomas E. Colby III Prize Scholarship in German, established by his family in -memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a junior who possesses the outstanding qualities of leadership and character as evidenced by broad-based partici--pation in extracurricular activities at Hamilton.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student enrolled in courses in the Classical Languages Department and who has achieved a distinguished record in those courses.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, is awarded to a rising sophomore, junior, and senior, each of whom has made a significant contribution to the College's extracurricular activities.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation and named in memory of Milton F. Fillius, Jr., Class of 1944, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton, and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Language, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of scholarship standing, character, and salutary influence on the life of the College.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in -philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an -outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences and general academic standing.

The Grant '21 and Silas '52 Keehn Prize Scholarship honors the memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the Board of Trustees, and his son Silas Keehn, Class of 1952, a life trustee of the College. It is awarded after the first year to students who have demonstrated notably strong characteristics of leadership and who are in good academic standing.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity, and -ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, is awarded to the Hamilton student who has demonstrated academic excellence along with outstanding determination, leadership, and commitment in extracurricular activities.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 in memory of their classmate Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Hamilton trustee Carl B. Menges, Class of 1951, and in recognition of his work to improve all aspects of Hamilton governance. It is awarded to a junior or senior who writes the best essay on any significant aspect of -college governance, defined broadly to include academic, administration, admissions, alumni, buildings and grounds, endowment, finance, student life, and trustee issues.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature

from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Jenny Rubin Memorial Prize Scholarship, established by in memory of Jennifer Lynn Rubin, Class of 1983, by her friends is awarded to a rising senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by family and friends in memory of William J. Schickler III, Class of 1982, is awarded to a rising junior who demonstrates good academic performance, financial need, enthusiasm for life, and dedicated participation in extracurricular activities.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The Frederick Reese Wagner Prize Scholarship in English, established by former -students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of literature in English.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr. in honor of Sidney and Eleanor Wertimer, are awarded to up to five juniors who have excelled in the study of economics.

Internship and Research Support

Internships and research funds are awarded to support student research projects during the academic year or over the summer.

The Allen Family Internship Fund provides for individual internship stipends to support full-time, unpaid or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Joseph F. Anderson '44 Internship Fund provides for individual internship stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980, and Michael Casstevens, Class of 1991, to support -students working on special research projects.

The Chinese Language Career-Related Experience Fund, made possible by a gift from Shawn Warren Crowley, mother of Ryan Beres, Class of 2013, provides stipends to support career-related experiences, including internships, for students who are pursuing opportunities related to Chinese language studies. A student may be eligible to receive funding more than once during his or her tenure at Hamilton.

The Class of 1964 Internship Fund provides for individual internship stipends to support full-time, unpaid, or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room, and/or board expenses.

The George and Martha Darcy Internship Support Fund provides cost-of-living stipends to students possessing a B average or better and pursuing full-time internship opportunities in the areas of communications, writing, advertising, public relations, publishing, and/or media, including print journalism and telecommunications. Preference is given to students undertaking an internship during the summer between their junior and senior years.

The Dizengoff Family First-Year Forward Fund, established by Betsy W. and Ira S. Dizengoff, parents of Reuben Eli Dizengoff, Class of 2015, provides stipends to

support career-related experiences, including internships, for students participating in Hamilton's First-Year Forward Program.

The Katharine Eckman '09 Internship Fund provides support for expenses associated with one or more full-time, unpaid or paid summer or post-graduate internships either in government (local, state, federal) or with an elected official, agency, or organization involved with making and shaping public policy.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Sidney and Laura Gilbert Internships provide financial support for approved, full-time summer internships.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for -science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffery Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Kevin W. Kennedy '70 Internship Fund provides individual internship stipends to help support internships in the visual or performing arts, including the studio arts.

The Dr. Robert L. Montgomery '29 and Dr. Warren R. Montgomery '36 Fund provides support for student research in the sciences, specifically work done in conjunction with faculty-student research collaborations and faculty research.

The Robert S. Morris Class of 1976 Internship Fund provides internship stipends to support full-time, unpaid, or minimally paid internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Monica Odening Student Internship and Research Fund in Mathematics, established by life trustee William M. Bristol III, Class of 1943, in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Alexander Paganelli Class of 2012 Memorial Student Research Endowment provides support for student research, on or off-campus, with preference given to students pursuing research in the natural sciences.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness, and imagination.

The Sandra Solomon Summer Internship Fund provides support for summer internships with preference given to students pursuing opportunities in science or medicine.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Edward and Virginia Taylor Fund for Student/Faculty Research in Chemistry provides support for summer student-faculty collaborative research in the field of chemistry, broadly defined, furthering the academic and personal growth of students and faculty members in this field of study.

The Bonnie A. Urciuoli Student Research Fund in Anthropology provides support for research activities for students majoring or minoring in anthropology or archaeology.

The Christie Bell Vilsack K'72 Internship Award provides support for expenses associated with summer internship opportunities including, but not limited to, related costs for transportation, meals, supplies, etc.

The Eleanor Walsh Wertimer Internship Fund provides for individual internship stipends to support full-time, unpaid, or minimally paid summer internships for students pursuing opportunities in the public or not-for-profit sector. The internship need not be limited to the recipient's proposed or identified area(s) of concentration. The intent is for students to view this as an opportunity to expand further their educational horizons in preparation for potential careers after graduation.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical -students or for students engaged in research related to the field of medicine.

Achievement Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class & Charter Day and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

The American Chemical Society and Joint Polymer Education Committee Award, also known as the Undergraduate Award for Outstanding Performance in Organic Chemistry, is -presented to a sophomore or junior for excellence in the two-semester -organic -chemistry sequence for chemistry majors.

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the -College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a rising senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates -significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Frederick Edmund Alexis Bush Award is presented to a member of the -Student Assembly who is a great leader, a devoted representative of his or her class, a hard worker and an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former -students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The COOP Service Prizes go to seniors who, over the course of their college careers, have demonstrated exceptional dedication to community service at Hamilton and leadership in making a difference in the lives of people and -service organizations, both in our local area and in communities assisted by Alternative Spring Break work trips.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain -Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former -students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded to the graduating

senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies -academic achievement and community service.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most -outstanding work to the Genco Photographic Contest and who has shown exceptional interest in photography.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in honor and memory of Professor Gray, the first chair of the Sociology Department.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a -related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr. in memory of their son Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics, established by Constantine Karamanlis, Class of 1998, and his family, honors the memory of Mr. Karamanlis' uncle, the former president of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize in Mathematics, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of -psychology.

The Jeremy T. Medina Prize is awarded to a first-year student or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. -Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded

to a senior who excels in studio art.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in -geosciences field work.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History, established by a gift from Dr. Frederick W. Putnam and supplemented by a friend of the College, provides books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class and provides a scholarship for the study of biology during the summer.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Sadler-Skinner Prizes for Excellence in Chinese Language and Literature are awarded for excellence in Chinese Language and Literature studies at the introductory and advanced levels.

The Senior Prize in Africana Studies is awarded to the outstanding senior concentrator in Africana studies.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior -concentrator in comparative literature.

The Senior Prize in Dance and Movement Studies is awarded to the outstanding senior concentrator in dance and movement studies.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Environmental Studies is awarded to the outstanding senior -concentrator in environmental studies.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in -theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his -father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has -excelled in the study of a romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Theatre Department Book Prize in Playwriting acknowledges achievement in beginning playwriting and is awarded by the theatre faculty for produced or unproduced work. It is intended to encourage beginning playwrights (not necessarily theatre majors) to continue in the field, with an eye to applying in a later year for the Wallace Bradley Johnson Prize.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is based on an examination, near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a

senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletics program.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded to the student who, beginning Greek in college, has the best record in six courses in this language.

The Woman of Color Scholarship, established by the Senior Women of Color in the Class of 1994, is awarded to an Asian-American, African-American, Latina-American, or Native American woman who has completed the junior year, exemplifies hard work and leadership, and portrays a strong positive role model for other women of color, but who has never been recognized formally by the Hamilton community.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in -German as evidenced by coursework and an essay.

Public Speaking and Writing Prizes

Public Speaking Prizes

The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is judged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son Warren Wright, with its legacy furthered by his -grandson Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and -Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M. and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph Hansmann, Class of 1940, and his wife, Doris, by the Academy of American Poets. The winning poet's work will be entered in a competition with the work of students from over 200 colleges and universities.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay on a theme relating to Alexander Hamilton.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English was established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972. The prize is awarded to the student judged to have written the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and first-year student, each of whom has

excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the -programs in creative writing at both Kirkland and Hamilton colleges. Awarded to a graduating senior whose portfolio of poetry, prose fiction, or drama is selected by -faculty members in the Department of English, the prize provides for the publication of a -chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be sophomores who demonstrate excellence in writing, richness, and clarity of thinking, and the ability to effectively communicate to a wide audience. These prizes are awarded at Convocation.

The Soper Essay Prize, established by Arthur W. Soper, Class of 1893, is awarded for the best essay written on a subject determined by the department in an economics course above the 400 level.

The Rose B. Tager Prize was established in 1984 by Steven M. Tager and is awarded to the student writing the best short story submitted in a competition.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory at Hamilton from 1960 to 1977, is awarded to the student who writes the best essay on how electronic media influences political discourse and advocacy, thereby shaping public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in -memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Fellowships and Scholarships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in -memory of her husband, a member of the Class of 1903, provides funding for the first year of graduate study in a divinity school.

The Judge John Wells Fellowship provides a stipend for graduate work in the general areas of government and -political -science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship encourages Hamilton -students to experience the richness of the world by living outside the United States while pursuing a project of deep -personal interest.

The Beinecke Scholarship seeks to encourage and enable highly motivated students to pursue opportunities available to them and to be courageous in the selection of a graduate course of study in the arts, humanities, and social sciences.

The Critical Language Scholarship, administered by American Councils for Inter-national Education, is designed to expand the number of Americans studying and mastering critical foreign languages.

The Fulbright Grants for Graduate Study, Research

and Teaching Abroad were -created by Congress in 1946 to foster mutual understanding among nations through -educational and cultural exchanges. The program enables U.S. students to study, conduct research, pursue independent projects, and teach English while benefiting from unique resources in every corner of the world.

The Gilman International Scholarship recognizes students participating in nontraditional study-abroad programs.

The Barry M. Goldwater Scholarship and Excellence in Education Foundation, authorized by the Congress in 1986 to award undergraduate scholarships based on merit, provides scholarships to outstanding students who have demonstrated potential and intend to pursue careers in mathematics, the natural sciences, and engineering.

The National Science Foundation Graduate Research Fellowship recognizes out-standing students with support for research-based graduate study leading to doctoral -degrees in science, technology, engineering, and mathematics disciplines.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was -established as an exchange between Watson's and Hamilton to provide a recent -graduate with a comprehensive teaching opportunity.

The Thomas J. Watson Fellowship was established by the Thomas J. Watson Foundation to give exceptional college graduates the freedom to engage in a year of independent study and travel abroad to thoroughly explore a particular interest, to test their aspirations and -abilities, to view their lives and American society in greater perspective, and to develop a more informed sense of international concern.

The Truman Scholarship supports the graduate education and professional development of outstanding young people committed to public service leadership.

The Udall Scholarship recognizes students committed to addressing environmental issues and concerns.

College Loans

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest begins to accrue six months after graduation.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation. The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of August 2017, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if

you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Pell Grants

Pell Grants are given to students whose federally defined expected family contribution is less than $5,328 for 2017-18. Grants for full-time study currently range between $596 and $5,920. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate’s Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

Supplemental Educational Opportunity Grants (FSEOG)

Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Direct Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Direct Student Loan Program, and parents may borrow through the Federal Direct Parent PLUS Loan Program. Interest subsidy for Federal Direct Student Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. The Free Application for Federal Student Aid (FAFSA) is required for any type of Federal Direct Loan (student or parent). The combined Federal Direct Student Loans, PLUS and other student aid cannot exceed the cost of attendance. Federal Direct Student Loans are available only to United States citizens or to noncitizens that have permanent resident status.

Federal Direct Student Loans

Subsidized Federal Direct Student Loans of up to $3,500 for first year, $4,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Direct Student Loan Program. Eligible students can request an unsubsidized Federal Direct Student Loan up to $2,000. Maximum dependent undergraduate indebtedness cannot exceed $31,000. The interest rate on a Federal Direct Student Loan is 4.45 percent for loans disbursed on or after July 1, 2017, and before July 1, 2018, and fixed for the life of the loan. Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need. The origination fee on a Federal Direct Student Loan is 1.066 percent.

Federal Direct Parent Loans (PLUS)

Federal Parent Loans for Undergraduate Students are available to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of attendance, less other financial assistance received by the student. The interest rate for a Federal PLUS is fixed at 7 percent for loans disbursed on or after July 1, 2017, and before July 1, 2018, and fixed for the life of the loan. The origination fee on a Federal Direct Parent PLUS Loan is 4.264 percent.

College Work-Study Program

Financial aid plans often include a work component. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Wage is determined by the nature of the job and the qualifications of the applicant.

U.S. Bureau of Indian Affairs Aid to Native Americans

Students who are enrolled members in a state or federally recognized tribe, or who are able to prove descendancy to a parent or grandparent who was/is an enrolled member, are eligible for a scholarship from the American Indian College Fund. Alaska natives may use Native Corporation membership.

Veterans Administration (VA) Educational Benefits

For more information regarding federal benefits provided by the Department of Veterans Affairs, please visit their website at www.gibill.va.gov.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent and any pensions the family may have.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is $80,000. Awards range from $500 to $5,165 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by $100 for each subsequent year of study.

Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed online, and detailed information about all programs administered by HESC can be obtained at http://hesc.ny.gov.

Awards for Children of Veterans (CV)

An award of $450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled. Additional information can be obtained on the HESC website.

State Aid to Native Americans

Awards of $2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained on the HESC website.

Memorial Scholarships

Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence

Scholarships for Excellence provide up to $1,500 per year for up to five years of undergraduate study in New York State colleges.

World Trade Center Memorial Scholarship

The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001 terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to HEOP. Such awards are packaged with other needed assistance.

Leadership

Faculty

Vivyan Adair (1998)

Acting Chair, Professor of Women's and Gender Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

Mo Alloush (2019)

Assistant Professor of Economics; B.A., American University of Beirut; M.P.P., Georgetown University; Ph.D., University of California, Davis

Abhishek Amar (2010)

Associate Professor of Religious Studies; B.A., Dyal Singh College; M.A. and M.Phil., Jawaharlal Nehru University; Ph.D., University of London

Marissa Ambio (2017)

Assistant Professor of Hispanic Studies; B.A., Williams College; M.A., M.Phil., Ph.D., Columbia University; Columbia University

Douglas Ambrose (1990)

Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Frank Anechiarico (1976)

Maynard-Knox Professor of Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Mairin Augustine (2019)

Visiting Assistant Professor of Psychology; B.S., M.S., Lehigh University; Ph.D., Pennsylvania State University, University Park

Stephanie Bahr (2017)

Assistant Professor of Literature; B.A., Mount Allison University; Ph.D., University of California, Berkeley

David Bailey (1990)

Chair, Professor of Geosciences; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark Bailey (1997)

Chair, Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.C.S. and Ph.D., University of Virginia

Nadya Bair (2020)

Assistant Professor of Art History; B.A., Barnard College; M.A., University of Southern California; Ph.D., University of Southern California

Kristin Baker

Women's Volleyball Head Coach and Assistant Professor of Physical Education

Erol Balkan (1987)

Leonard C. Ferguson Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

Scott Barnard

Men's Lacrosse Head Coach and Associate Professor of Physical Education

Joyce Barry (2010)

Visiting Assistant Professor of Women's and Gender Studies, Director of American Studies; B.A., Concord College; M.A., Radford University; Ph.D., Bowling Green State University

John Bartle (1989)

Associate Professor of German and Russian Languages and Literatures (Russian); B.A., Rutgers University; M.A. and Ph.D., Indiana University

Catherine Beck (2015)

Assistant Professor of Geosciences; B.S., Tufts University; M.S. and Ph.D., Rutgers University

Vikranth Rao Bejjanki (2016)

Assistant Professor of Psychology; B.S., State University of New York at Buffalo; B.A., State University at Buffalo;

M.A., University of Rochester; Ph.D., University of Rochester

James Bloom (2018)

Visiting Associate Professor of Art History; B.A., Dartmouth College; Ph.D., Duke University

Nikole Bonacorsi ’15 (2020)

Visiting Assistant Professor of Biology; B.A., Hamilton College; M.S., Ph.D., Brown University

Jennifer L. S. Borton (1998)

Chair, Professor of Psychology; A.B., Dartmouth College; Ph.D., University of Minnesota

Debra Boutin (1999)

Samuel F. Pratt Professor of Mathematics; A.S., Springfield Technical Community College; A.B., Smith College; Ph.D., Cornell University

Clark Bowman (2019)

Assistant Professor of Mathematics and Statistics; B.S., University of Rochester; M.S., Ph.D., Brown University

Amy Brener (2020)

Assistant Professor of Art; B.A. University of British Columbia; M.F.A., Hunter College

Karen Brewer (1989)

Chair, Silas D. Childs Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Katherine Brown (Jones-Smith) (2014)

Associate Professor of Physics; B.S., University of New Mexico; M.S. and Ph.D., Case Western Reserve University

Heather Buchman (2001)

Carolyn C. and David M.’38 Ellis Distinguished Teaching Professor of Music; B.M., Eastman School of Music; M.M., University of Michigan; Professional Studies in Conducting, The Julliard School

Jessica Burke (2004)

Chair, Associate Professor of Hispanic Studies; B.A., Vanderbilt University; M.A. and Ph.D., Princeton University

Kristen Burson (2016)

Assistant Professor of Physics; B.A., Gustavus Adolphus College; M.S. and Ph.D., University of Maryland

Chris Burwick (2018)

Visiting Assistant Professor of German Studies; B.A., Pitzer College; M.A., Humboldt Universität zu Berlin; M.A., University of Washington; Ph.D., University of Minnesota

Alan Cafruny (1988)

Henry Platt Bristol Professor of International Relations; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Alistair Campbell (1999)

Associate Professor of Computer Science; A.B., Colgate University; M.S. and Ph.D., University of Buffalo

Peter Cannavò (2002)

Professor of Government; A.B., Harvard University; M.P.A., Princeton University; Ph.D., Harvard University

Marcelo Carosi (2018)

Visiting Assistant Professor of Hispanic Studies; B.A., Universidad Nacional de Lujan; M.F.A., New York University; M.A., New York University

Lacey Carpenter (2018)

Visiting Assistant Professor of Anthropology; B.A., Northwestern University; M.A., University of Michigan

Donald Carter (2010)

Professor of Africana Studies; B.A., University of California at Santa Cruz; M.A. and Ph.D., University of Chicago

Ryan Carter (2015)

Assistant Professor of Music; B.Mus., Oberlin College Conservatory of Music; M.A., Stony Brook University; Ph.D., New York University

Jose Ceniceros (2017)

Assistant Professor of Mathematics; B.A., Whittier College; M.S., California State University, Los Angeles; M.S., Ph.D, Louisiana State University

Daniel Chambliss (1981)

Eugene M. Tobin Distinguished Professor of Sociology; A.B., New College; A.M., M.Phil. and Ph.D., Yale University

Alexsia Chan (2016)

Assistant Professor of Government; B.A., Rutgers University; M.A., Ph.D., University of California, Berkeley

Priya Chandrasekaran (2019)

Visiting Assistant Professor of Environmental Studies; B.A., Cornell University; M.A., University of Mississippi; M.F.A., The New School; Ph.D., CUNY Graduate Center

Wei-Jen Chang (2006)

Chair, Professor of Biology; B.S., National Taiwan University; M.S. and Ph.D., State University of New York at Buffalo

Sookti Chaudhary (2020)

Visiting Assistant Professor of Economics; B.Tech., Jawaharlal Nehru Technological University; M.B.A., Shippensburg University of Pennsylvania; Ph.D., University of Kentucky

Pritha Chaudhuri (2019)

Assistant Professor of Economics; B.S., Calcutta University; M.S., Presidency College; Ph.D., Purdue University

Jason Cieply (2019)

Assistant Professor of Russian Languages and Literatures; B.A., Kenyon College; M.A., Ph.D., Stanford University

Justin Clark (2018)

Assistant Professor of Philosophy; B.A., University of Iowa; M.A., Western Michigan University; Ph.D., University of California, Santa Barbara

Sally Cockburn (1991)

Chair, William R. Kenan Jr. Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; M.Sc. University of Ottawa, Ph.D., Yale University

Brian Collett (1986)

Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Emily Conover (2008)

Associate Professor of Economics; B.A. Wellesley College; M.Ec., Université de Paris I Panthéon-Sorbonne; Ph.D., University of California, Berkeley

Mackenzie Cooley (2018)

Assistant Professor of History; B.A., Cornell University; M.A., Ph.D., Stanford University

Christopher Coscia (2020)

Visiting Assistant Professor of Mathematics and Statistics; B.S., Boston College; M.A., Dartmouth College; Ph. D., Dartmouth College

Mark Cryer (1999)

Chair and Associate Professor of Theatre; B.A., University of Minnesota; M.F.A., Royal Scottish Academy of Music and Drama

Lauren Cupp '07

Men's and Women's Golf Head Coach and Assistant Professor of Physical Education

Rhea Datta (2018)

Assistant Professor of Biology; B.A., Macalester College; Ph.D, Indiana University

Erica De Bruin (2014)

Assistant Professor of Government; B.A. Columbia University; M.A., M.Phil., Ph.D., Yale University

Melissa Demos (2015)

Visiting Assistant Professor of Italian; B.A., California State University, Chico; M.A., University of Pittsburgh; Ph.D., University of Texas at Austin;

Dannah Dennis (2019)

Visiting Assistant Professor of Anthropology; A.A.,

Harford Community College; B.A., University of Baltimore; M.A., Biola University; Ph.D., University of Virginia

Cynthia Domack (1985)

Professor of Geosciences; B.A., Colby College, M.A. and Ph.D., Rice University

Katheryn Doran (1990)

Associate Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Mariam Durrani (2017)

Assistant Professor of Anthropology; B.S., University of Arizona; M.A., University of New Mexico; Ph.D., University of Pennsylvania

Rebecca Dyer (2019)

Visiting Assistant Professor of Psychology; B.A., Haverford College; M.S., M.Phil., Ph.D., Yale University

Andrew Dykstra (2009)

Associate Professor of Mathematics; B.A., Carleton College; Ph.D., University of Maryland

John Eldevik (2010)

Associate Professor of History, Chair of German & Russian Languages and Literatures; B.A., Pomona College; M.A. and Ph.D., University of California, Los Angeles

Stephen Ellingson (2004)

Chair, Professor of Sociology; B.A., Seattle Pacific University; M.A., Luther Northwestern Theological Seminary; M.A. and Ph.D., University of Chicago

Kelly Faig (2020)

Visiting Assistant Professor of Psychology; B.A., Wake Forest University; M.A., Ph.D., University of Chicago

Anne Feltovich (2012)

Associate Professor of Classics; B.A., Grinnell College; Ph.D., University of Cincinnati

A. Todd Franklin (1997)

Christian A. Johnson Excellence in Teaching Professor of Philosophy and Africana Studies; B.A., University of Chicago; Ph.D., Stanford University

Laurie (Ella) Gant (1991)

Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

John Geissinger

Men's and Women's Swimming Head Coach and Assistant Professor of Physical Education

Margaret Gentry

William R. Kenan, Jr. Professor of Women's and Gender Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)

Elias W. Leavenworth Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

Courtney Gibbons (2013)

Associate Professor of Mathematics; B.A., Colorado College; M.S. and Ph.D., University of Nebraska-Lincoln

Colette Gilligan

Women's Soccer Head Coach, Jermone Gottlieb '64 Fellow for Exemplary Coaching, and Professor of Physical Education

Steve Goldberg (1998)

Associate Professor of Art History; B.A., Brooklyn College of the City University of New York; M.A., University of Hawai'i; Ph.D., University of Michigan

Nathan Goodale (2009)

Associate Professor of Anthropology and Associate Dean of Faculty; B.A., Western State Colorado University; M.A., University of Montana; Ph.D., Washington State University

Matthew Grace (2017)

Assistant Professor of Sociology; B.A., Boston University; M.A and Ph.D., Indiana University

Kevin Grant (1997)

Edgar B. Graves Professor of History; B.A., University of California, Berkeley; M.A., University of Chicago; Ph.D., University of California, Berkeley

Mahogany Green

Women's Basketball Head Coach and Assistant Professor of Physical Education

Sarah Griffis (2020)

Visiting Assistant Professor of Religious Studies; B.A., University of Arkansas; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Naomi Guttman (1996)

Chair, Professor of Literature and Creative Writing; B.F.A., Concordia University; M.F.A., Warren Wilson College; M.A., Loyola Marymount University; Ph.D., University of Southern California

Martine Guyot-Bender (1991)

Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Robert Haberbusch

Head Men's Ice Hockey Coach and Associate Professor of Physical Education

Paul Hagstrom (1991)

Professor of Economics; B.A., St. Olaf College; M.S. and Ph.D., University of Wisconsin

Shelley Haley (1989)

Edward North Chair of Classics and Professor of Africana Studies; A.B., Syracuse University; Ph.D., University of Michigan

Tina May Hall (2001)

Professor of Literature and Creative Writing; B.A., University of Arizona; M.F.A., Bowling Green University; Ph.D., University of Missouri at Columbia

Lydia Hamessley (1991)

Chair, Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota

Elaine Paravati Harrigan (2020)

Visiting Assistant Professor of Psychology; B.S., Utica College; M.A., Ph.D., University at Buffalo

Stephanie Hartquist

Softball Head Coach and Assistant Professor of Physical Education

Elaine Heekin (1985)

Chair, Professor of Dance and Movement Studies; M.A., University of California at Los Angeles; B.A. State University of New York at Brockport

Thomas Helmuth '09 (2017)

Assistant Professor of Computer Science; B.A., Hamilton College; M.S., Ph.D., University of Massachusetts Amherst

Emmy Herland (2020)

Visiting Assistant Professor of Hispanic Studies; B.A., Sarah Lawrence College; M.A., Ph.D., University of Washington

Jonathan Hind '80

Athletic Director and Professor of Physical Education

Stuart Hirshfield (1982)

Stephen Harper Kirner Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Robert Hopkins (1983)

Associate Professor of Music; B.A., Oberlin College; M.A. and Ph.D., University of Pennsylvania

Viva Horowitz (2016)

Assistant Professor of Physics; B.A., Swarthmore College; M.S., Ph.D., University of California Santa Barbara

Tiao-Guan Huang (2015)

Visiting Assistant Professor of East Asian Languages and Literatures; B.A., National Taiwan Normal University, M.A., and Ph.D, National Taiwan University

Anna Huff Mercovich (2020)

Assistant Professor of Digital Arts; B.A., The Evergreen State College; M.F.A., California Institute of the Arts

Brett Hull

Head Men's Cross Country Coach, Head Men's Track Field Coach, and Professor of Physical Education

Ellen Hull

Head Women's Cross Country, Head Women's Track and Field Coach, and Professor of Physical Education

Mihyang Cecilia Hwangpo (1998)

Associate Professor of Hispanic Studies; B.A., Lehman College; M.A., M. Phil. and Ph.D., Yale University

Maurice Isserman (1990)

Publius Virgilius Rogers Professor of American History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Marianne Janack (2001)

John Stewart Kennedy Professor of Philosophy; B.A., Colgate University; M.A. and Ph.D., Syracuse University

Susan Jarosi (2018)

Associate Professor of Art History; B.A., University of Virginia; M.A., University of Illinois at Chicago; Ph.D., Duke University

Elizabeth Jensen

Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Junqing (Jessie) Jia (2017)

Assistant Professor of East Asian Languages and Literatures; B.A., M.A., Shanghai Normal University; M.A. and Ph.D., Ohio State University

Gbemende Johnson (2012)

Associate Professor of Government; B.A., Georgia State University; M.A., University; Ph.D., Vanderbilt University

Derek Jones (1972)

Irma M. and Robert D. Morris Professor of Economics; B.A., Newcastle Upon Tyne; M.Sc., London School of Economics; Ph.D., Cornell University

Gordon Jones

Professor of Physics; B.A., Williams College; M.A., Princeton University; Ph.D., Princeton University

Kira Jumet (2016)

Assistant Professor of Government; A.B., Brown University; M.A. The American University in Cairo; M.A., Rutgers University; Ph.D. Rutgers University

Masaaki Kamiya (2002)

Associate Professor of Japanese and Chair of East Asian Languages and Literatures; B.A., Dokkyo University; M.Ed., East Carolina University; Ph.D., University of Maryland

Robert Kantrowitz (1990)

Marjorie and Robert W. McEwen Professor of Mathematics; B.A., Hamilton College; M.A., M.Phil., and Ph.D., Syracuse University

Yagmur Karakaya (2020)

Postdoctoral Fellow and Visiting Assistant Professor of Sociology; B.A., Bogaziçi University; M.A., Koç University; Ph.D., University of Minnesota

Suzanne Keen (2018)

Dean of Faculty and Professor of Literature and Creative Writing; A.B., A.M., Brown University; M.A. and Ph.D., Harvard University

Shoshana Keller (1995)

Professor of History; B.A., Carleton College; M.A. and Ph.D., Indiana University

James King

Director of Racquet Sports and Associate Professor of Physical Education

Philip Klinkner (1995)

James S. Sherman Professor of Government; James S. Sherman Professor of Government; B.A., Lake Forest College; M.A., M.Phil., and Ph.D., Yale University

Patricia Kloidt

Head Women's Lacrosse Coach and Professor of Physical Education

Michael Klosson (2020)

Sol M. Linowitz Visiting Professor of International Affairs; B.A., Hamilton College; M.A., M.P.A, Princeton University

Robert Knight (2011)

Associate Professor of Art; B.A., Yale University; M.F.A., Massachusetts College of Art

Gregory Koutnik (2020)

Visiting Assistant Professor of Government; B.A., University of Wisconsin–Madison; M.A., Ph.D., University of Pennsylvania

Wesley Kramer (2018)

Visiting Assistant Professor of Chemistry; B.S., Colorado State University, Fort Collins; Ph.D., University of California, Irvine

Heather Kropp (2020)

Assistant Professor of Environmental Studies; B.S., Evergreen State College; Ph.D., Arizona State University

Roberta Krueger (1980)

Burgess Professor of French; B.A., Wesleyan University; M.A. and Ph.D., University of California at Santa Cruz

Jaime Kucinskas (2014)

Assistant Professor of Sociology; B.A., Colorado College; M.A. and Ph.D., Indiana University

Katharine Kuharic (2007)

Professor of Art; B.F.A., Carnegie Mellon University

Chinthaka Kuruwita (2011)

Associate Professor of Statistics; B.Sc., University of Colombo; M.S. and Ph.D., Clemson University

Anne Lacsamana (2005)

Chair, Associate Professor of Women's and Gender Studies; B.A., Rollins College; M.A., University of Alabama; Ph.D., Bowling Green State University

Chaise LaDousa (2006)

Chair, Professor of Anthropology; Director, Education Studies; B.A., University of Chicago; M.A. and Ph.D., Syracuse University

Doran Larson (1998)

Walcott-Bartlett Chair of Ethics and Christian Evidences and Professor of Literature and Creative Writing; B.A., University of California at Santa Cruz; M.A. and Ph.D., SUNY Buffalo

Craig Latrell (2000)

Professor of Theatre; B.A., Reed College; M.F.A., Yale University School of Drama; D.F.A., Yale University School of Drama

Herman Lehman (1996)

Professor of Biology; B.S., University of West Florida; Ph.D., Florida State University

Michelle LeMasurier (2001)

Associate Professor of Mathematics; B.A., University of Colorado, Boulder; M.A., New York University; Ph.D., University of Georgia, Athens

Alexandra List (2013)

Associate Professor of Psychology, Director of Neuroscience; B.A. and Ph.D., University of California, Berkeley

Jim Lister

Men's and Women's Rowing Head Coach and Assistant Professor of Physical Education

Ruth Lo (2019)

Visiting Assistant Professor of Art History; B.A., University of California, Berkeley; M.A., Cornell University; Ph.D., Brown University

Scott MacDonald (2012)

Director, Cinema and Media Studies; Professor of Art History; B.A., DePauw University; M.A. and Ph.D., University of Florida

Max Majireck (2013)

Associate Professor of Chemistry, Director of Biochemistry/Molecular Biology; B.S., Grove City College; Ph.D., Pennsylvania State University

Seth Major (2000)

Litchfield Professor of Astronomy, Chair of Physics; B.A., Swarthmore College; M.S., Syracuse University; Ph.D., Pennsylvania State University

Jaime Mancilla (2020)

Visiting Assistant Professor of Biology; B.S., University of Maryland; Ph.D., University of Chicago

Alex Manning (2020)

Assistant Professor of Sociology; B.A., Howard University; M.A., Ph.D., University of Minnesota

Russell Marcus (2007)

Chair, Associate Professor Philosophy; B.A., Swarthmore College; Ph.D., The Graduate Center, City University of New York

Melissa (Missy) Mariano

Women's Field Hockey Head Coach and Instructor of Physical Education

Robert Martin (1997)

Sidney Wertimer Professor for Excellence in Advising and Mentoring, Professor of Government; B.A., University of Connecticut; Ph.D., University of Minnesota, Minneapolis

Jack Martínez Arias (2017)

Visiting Assistant Professor of Hispanic Studies; B.A., Universidad Nacional Mayor de San Marcos; Ph.D., Northwestern University

Mike McCormick (2003)

Associate Professor of Biology; B.S., Ohio State University; M.S., University of Michigan; Ph.D., University of Michigan

John McEnroe (1983)

John and Anne Fischer Professor of Fine Arts, Chair Art History; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto

Tara E. McKee (2002)

Associate Professor of Psychology and Associate Dean of Students; B.A., Bucknell University; M.A. and Ph.D., University of Connecticut

Emily McNamara

Women's Ice Hockey Head Coach and Assistant Professor of Physical Education

Arathi Menon (2020)

Assistant Professor of Art History; B.A., University of California, San Diego; M.A., M.Phil., Ph.D., Columbia University

Heather Merrill (2009)

Professor of Africana Studies; B.A., New York University; M.A., Teachers College Columbia University; M.A., University of Chicago; M.A. and Ph.D., University of California, Berkeley

Celeste Day Moore (2014)

Assistant Professor of History; B.A., Haverford College; A.M. and Ph.D., University of Chicago

Olanrewaju Morenikeji (2020)

Visiting Assistant Professor of Biology; B.S, M.S., Ph.D., Federal University of Technology, Akure, Nigeria

Cheryl Morgan (1990)

Professor of French; B.A., Dartmouth College; M.A., Middlebury College; Ph.D., Columbia University

Claire Mouflard (2017)

Assistant Professor of French; B.A. and M.A., Université de Bourgogne; M.A., University of Montana; Ph.D., University of Washington

David Murray

Mary Jayne Comey and Mac Bristol '43 Head Football Coach and Associate Professor of Physical Education

Rebecca Murtaugh (2004)

John and Anne Fischer Professor of Fine Arts; B.S.,

Pennsylvania State University; M.F.A., Virginia Commonwealth University

Joseph Mwantuali (1995)

Professor of French; B.A. and M.A., University of Zaire; M.S., New Hampshire College; Ph.D., Pennsylvania State University

Natalie Nannas (2017)

Assistant Professor of Biology; B.A., Grinnell College; M.A. and Ph.D., Harvard University

Quincy Newell (2015)

Professor of Religious Studies; B.A., Amherst College; M.A. and Ph.D., University of North Carolina at Chapel Hill

Hoa Ngo (2013)

Visiting Assistant Professor of Literature and Creative Writing; B.A., Hendrix College; M.A. and Ph.D., University of Missouri-Columbia

Perry Nizzi

Men's Soccer Head Coach and Professor of Physical Education

Saori Nozaki (2017)

Visiting Assistant Professor of East Asian Languages and Literatures; B.A., Daito Bunka University; M.A., University of Mississippi; M.A., Ohio State University

Vincent Odamtten (1999)

Professor of Literature, Chair Africana Studies; B.A. and M.A., University of Cape Coast, Ghana; Ph.D., State University of New York at Stony Brook

Onno Oerlemans (1999)

Professor of Literature; B.A. and M.A., Queen's University, Kingston, Canada; Ph.D., Yale University

Kyoko Omori (2002)

Associate Professor of Japanese; M.A. and Ph.D., Ohio State University

Stephen Orvis (1988)

Professor of Government; B.A., Pomona College; M.A. and Ph.D., University of Wisconsin

Ann Owen (1997)

Chair, Professor of Economics and Henry Platt Bristol Professor of Public Policy; B.A., Boston University; M.B.A., Babson College; M.A. and Ph.D., Brown University

Javier Pereira (2015)

Assistant Professor of Economics; B.S., Universidad Torcuato Di Tella; M.A. and Ph.D., University of Washington

David Perkins (2016)

Visiting Assistant Professor of Computer Science; B.A., Houghton College; M.S., South Dakota State University; Ph.D., University of Montana

Alexandra Plakias (2014)

Assistant Professor of Philosophy; B.A., Hamilton College; M.A., University of California, Santa Cruz; Ph.D., University of Michigan

Jeffrey Pliskin (1982)

Associate Professor of Economics; B.A., SUNY Binghamton; M.A. and Ph.D., University of Michigan

Colin Quinn (2017)

Assistant Professor of Anthropology; B.A., University of Notre Dame; M.A., Washington State University; Ph.D., University of Michigan

Heidi Ravven (1983)

Professor of Religious Studies; B.A., M.A., and Ph.D., Brandeis University

Todd Rayne (1993)

Joel W. Johnson Family Professor of Environmental Science, Director of Environmental Studies; B.S., Montana State University; M.S. and Ph.D., University of Wisconsin-Madison

Patrick Reynolds (1992)

Stone Professor of Natural History; B.Sc., National University of Ireland, Galway; Ph.D., University of

Victoria

David Rivera (2016)

Visiting Assistant Professor of Government; A.B., Harvard University; M.A. and Ph.D., University of Michigan

Sharon Werning Rivera (1999)

Chair, Professor of Government; B.A., University of California at Davis; M.A., Johns Hopkins School of Advanced International Studies (SAIS); M.A. and Ph.D., University of Michigan

Siobhan Robinson (2016)

Associate Professor of Psychology; B.A., University of Rochester; Ph.D., University of Washington, Seattle

Edna Rodriguez-Plate (2008)

Associate Professor of Hispanic Studies; B.A., University of Puerto Rico; M.A., Purdue University; Ph.D., Emory University

S. Brent Rodriguez-Plate (2008)

Professor of Religious Studies, By Special Appointment; B.A., Seattle Pacific University; M.A.T.S., Columbia Seminary; M.Th. University of Glasgow; Ph.D., Emory University

Ian Rosenstein (1994)

Associate Professor of Chemistry; B.S., Massachusetts Institute of Technology; Ph.D., Duke University

Joana Sabadell-Nieto (2011)

Professor of Hispanic Studies; , B.A. and M.A., University of Navarra; M.A. and Ph.D., University of Pennsylvania

Tural Sadigov (2019)

Visiting Assistant Professor of Mathematics and Statistics; B.S., Bogazici University; M.A., Indiana University, Bloomington; Ph.D., Indiana University, Bloomington

William Salzillo (1973)

Chair, Kevin W. Kennedy Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Arts

Patricia Sanchez (2020)

Visiting Assistant Professor of Psychology; B.A., University of Texas at Austin; M.A., John Jay College of Criminal Justice; Ph.D., The Graduate Center, City University of New York (CUNY)

Seth Schermerhorn (2013)

Associate Professor of Religious Studies; B.A., Colorado State University; M.A., University of Colorado; Ph.D., Arizona State University

Steve Schillinger (2018)

Visiting Assistant Professor of Literature and Creative Writing; B.A., Bishop's University; M.A., University of Vermont; Ph.D., University of Washington

Janelle Schwartz '97 (2011)

General Director of Hamilton Adirondack Program; B.A., Hamilton College; M.A. and Ph.D., University of Wisconsin-Madison

Franziska Schweiger (2018)

Visiting Assistant Professor of German Studies; M.A., Ph.D., University of Colorado, Boulder

Ty Seidule (2020)

Chamberlain Fellow and Visiting Professor of History; B.A., Washington and Lee University; M.A., Ph.D., Ohio State University

Mary Sisler (2011)

Visiting Assistant Professor of Italian; B.A., City University of New York; M.A. and Ph.D., Rutgers University

Megan Marshall Smith (2019)

Visiting Assistant Professor of Physics; B.A., Miami University, B.S., Miami University, M.S., Ph.D., University of Maryland, College Park

Stina Soderling (2019)

Elihu Root Postdoctoral Fellow and Visiting Assistant Professor Women's and Gender Studies; A.B., Smith College; Ph.D., Rutgers University

Sarah Spisak (2016)

Visiting Assistant Professor of Chemistry; B.A., Ph.D., University at Albany, State University of New York

Jane Springer (2006)

Professor of Literature and Creative Writing; B.A., University of Evansville; M.A. and Ph.D., Florida State University

Julie Starr (2015)

Assistant Professor of Anthropology; B.A., B.S., and M.A., Ohio State University; M.A. and Ph.D., University of Virginia

Katarzyna Stempniak (2019)

Visiting Assistant Professor of French and Francophone Studies; B.A., George Washington University; Ph.D., Duke University

Mahala Stewart (2019)

Visiting Assistant Professor of Sociology; B.A., University of Maine, Orono; M.A., Ph.D., University of Massachusetts, Amherst

Emiko Stock (2019)

Visiting Assistant Professor of Asian Studies; B.A., M.A., Institut National des Langues et Civilisations Orientales; M.A., Nanterre Université; Ph.D., Cornell University

Adam Stockwell

Men's Basketball Head Coach and Associate Professor of Physical Education

Darren Strash (2018)

Assistant Professor of Computer Science; B.S., Cal Poly Pomona; M.S. and Ph.D., University of California, Irvine

Aaron Strong (2018)

Assistant Professor of Environmental Studies; B.A., Swarthmore College; M.A., Tufts University; Ph.D., Stanford University

Heather Sullivan (2013)

Assistant Professor of Government; B.A., Elon University; M.A. and Ph.D., University of North Carolina at Chapel Hill

Pavitra Sundar (2016)

Associate Professor of Literature; B.A., Ithaca College; M.A. and Ph.D., University of Michigan

James Taylor (2020)

Visiting Assistant Professor of Classics; B.A., Corpus Christi College, University of Oxford; M.Phil., Hughes Hall, University of Cambridge; Ph.D., Harvard University

Suzanne Taylor (2017)

Visiting Assistant Professor of Literature; B.A., McGill University; M.A., University of Alberta; Ph.D., University of Chicago

Katherine Terrell (2004)

Associate Professor of Literature, Director of Medieval and Renaissance Studies; B.A., Kenyon College; M.Phil., Oxford University, St. Hilda's College; M.A., University of Toronto; M.A. and Ph.D., Cornell University

Barbara Tewksbury (1978)

Upson Chair of Public Discourse, Professor of Geosciences; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Thickstun (1988)

Jane Watson Irwin Professor of Literature; B.A., Mount Holyoke College; M.A. and Ph.D., Cornell University

David Thompson

Director of Charlean and Wayland Blood Fitness and Dance Center, Director of Campus Wellness, and Professor of Physical Education

Andrea Townsend (2014)

Associate Professor of Biology; B.A., Bowdoin College; Ph.D., Cornell University

Lisa Trivedi (2000)

Chair, Professor of History; B.A., Hampshire College; M.A., University of Chicago; Ph.D., University of California, Davis

Anne Valente (2017)

Assistant Professor of Literature and Creative Writing;

B.A., Washington University in St. Louis; M.S., University of Illinois; M.F.A., Bowling Green State University; Ph.D., University of Cincinnati

Adam Van Wynsberghe (2009)

Associate Professor of Chemistry; B.A., Ohio Wesleyan University; Ph.D., University of Wisconsin-Madison

Yen Vu (2019)

Visiting Assistant Professor of French and Francophone Studies; B.A., University of California Berkeley; M.A., New York University; Ph.D., Cornell University

Bruce Walczyk (1985)

Professor of Dance and Movement Studies; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Rebecca Wall (2020)

Visiting Assistant Professor of History; B.A., Dartmouth College; Ph.D., Stanford University

Sara C. Walsh (2016)

Visiting Assistant Professor of Theatre; B.A., Loyola University in Chicago; M.A., New York University

Chenyu Wang (2019)

Visiting Assistant Professor of Anthropology; B.A. University of International Relations; M.A., University of Maryland College Park; Ph.D., University of Virginia

Zhuoyi Wang (2009)

Associate Professor of East Asian Languages and Literatures; B.A., and M.A., Peking University; Ph.D., University of Washington

Jesse Weiner (2014)

Assistant Professor of Classics; B.A., New College of Florida; M.A. and Ph.D., University of California, Irvine

Michael Welsh (2019)

Assistant Professor of Chemistry; B.S., Washington and Lee University; Ph.D., University of Wisconsin, Madison

Nigel Westmaas (2006)

Associate Professor of Africana Studies; B.A., University of Guyana; M.A. and Ph.D., Binghamton University

Rachel White (2016)

Assistant Professor of Psychology; B.A., Wellesley College; M.A., Ph.D. University of Minnesota

Benjamin Widiss (2014)

Associate Professor of Literature; B.A., Yale University; Ph.D., University of California, Berkeley

Jeanne Willcoxon (2019)

Assistant Professor of Theatre; B.A., Sarah Lawrence College; M.A., Ph.D., University of Minnesota

Keelah E.G. Williams (2017)

Assistant Professor of Psychology; B.A., University of Michigan-Dearborn; M.A., J.D., and Ph.D. Arizona State University

Thomas Wilson (1989)

Bates and Benjamin Professor of Classical and Religious Studies, Director of Asian Studies; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Joel Winkelman (2013)

Visiting Assistant Professor of Government; B.A., Hendrix College; M.A. and Ph.D., University of North Carolina at Chapel Hill

David Wippman (2016)

College President, Professor of Government; B.A., Princeton University; M.A., Yale University; J.D., Yale Law School

Michael Woods (1993)

Margaret Bundy Scott Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Stephen Wu (2000)

Professor of Economics; B.Sc., Brown University; M.A. and Ph.D., Princeton University

P. Gary Wyckoff (1991)

Professor of Government; B.A., Macalester College; Ph.D., University of Michigan

Steven Yao (2002)

Edmund A. LeFevre Professor of English; B.A. and B.S., University of Texas at Austin; Ph.D., University of California at Berkeley

Penny Yee

James L. Ferguson Professor of Psychology and Associate Dean of Faculty; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Wei Zhan (2017)

Assistant Professor of Economics; B.A., Renmin University of China; M.A., Southern Methodist University; Ph.D., Texas AM University

Special Appointment

George Baker

Distinguished Lecturer in American Public Policy; A.B., Hamilton College; J.D., Catholic University of America

Rick Balestra

Lecturer in Music (Jazz Guitar); B.M.E., Syracuse University; M.Mus., Ithaca College

Kenneth Bart

Director of Microscopy and Imaging Facility, Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Suzanne Beevers

Lecturer in Music (Violoncello); B.A., Hamilton College; MALS, SUNY Empire State

Stephen Best

Lecturer in Music (Keyboard and Organ; Keyboard Harmony); B.A. and M.Mus., Syracuse University

Charlotte Botha (2020)

Instructor in Music; B.Mus., University of Pretoria; M.Mus., Nelson Mandela University

Cornelia Brewster

Lecturer in Music (Flute); B.Mus., Eastman School of Music; M. Mus., University of Wisconsin

Matthew Brisotti

Tennis Head Coach and Instructor of Physical Education

Suraj Chaudhary (2020)

Lecturer in Philosophy; B.A., University of Colorado, Denver; M.A., University of Mumbai, Mumbai; Ph.D., University of Kentucky

Xi Chen (2014)

Visiting Instructor of East Asian Languages and Literatures; B.A., Capital Normal University; M.T., Capital Normal University

Mario Andrés Colón (2020)

Lecturer in Art; A.S., Mohawk Valley Community College; B.F.A., State University of New York, Potsdam; M.F.A., Laguna College of Art and Design

Harvey Cramer

Lecturer in Biology and Supervisor of Introductory Laboratories

Adam Dudding

Lecturer in Music (Folk Guitar); B.F.A., Bowling Green State University

Ralph Eannace

Lecturer in Government

Jon Garland

Lecturer in Music (Horn); B.Mus., The Juilliard School

Anat Guez

Jewish Chaplain and Lecturer in Hebrew; B.A., Haifa University; M.S., Gratz College

Usman Hamid (2019)

Instructor in Asian Studies; B.A., M.A., McGill University

Richard Hunt

Lecturer in Education Studies

Jim Johns

Lecturer in Music (Jazz Percussion)

Jessica King

Lecturer in Music (Bassoon)

Allan Kolsky

Lecturer in Music (Clarinet); B.Mus., Temple University; M.Mus., DePaul University

Mireille Koukjian

Visiting Instructor in Arabic; B.Ed., St. Joseph University; M.Sc., St. Joseph University; M.A., Maxwell School, Syracuse University

Ursula Kwasnicka

Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Jeff Larson

Resident Designer and Production Manager for Theatre; B.F.A, New York University's Tisch School of the Arts

Richard Lloyd '73

Lecturer in Dance and Movement Studies; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Mattie Mackenzie-Liu ’14 (2020)

Lecturer in Government; B.A., Hamilton College; M.P.A., O’Neill School of Public and Environmental Affairs, Indiana University

Meredith Madden (2016)

Lecturer in Sociology; B.A., William Smith College; M.P.P., George Washington University; M.S., Mercy College; Ph.D., Syracuse University

Tom Marhenke

Director of Technical Theatre; B.A., University of Arkansas, Monticello; M.F.A., University of Arkansas, Fayetteville

Katie Martins

Lecturer in Music (Oboe)

Rick Montalbano

Lecturer in Music (Jazz Piano)

Meredith Moss (2014)

Lecturer in Religious Studies; B.A., Colorado State University; M.A. and Ph.D., Arizona State University

Shawna O’Neil

Director of Laboratories

Stephen Owen

Lecturer in Economics; B.A., Pomona College; M.A. and Ph.D., University of Wisconsin Madison

Sally Packard (2020)

Visiting Lecturer in Art

Kay Smith Paulsen

Lecturer in Music (Voice); B.Mus., Northwestern University; B.Mus., Greenville University; D.M.A., University of Colorado, Boulder

Colleen Roberts Pellman

Lecturer in Music (Piano), Student Pianist Coach; B.Mus., Miami University; M.Mus., Ithaca College

Greg Rahn

Lecturer in Chemistry; B.S., State University College at Cortland

John Raschella

Lecturer in Music (Trumpet); Artist Diploma, Curtis Institute of Music

Sam Reenan (2020)

Lecturer in Music; B.M, B.S., University of Connecticut; M.A, Eastman School of Music

Peter Rovit

Lecturer in Music (Violin); B.Mus., Indiana University; M.Mus., Hartt School; D.M.A., SUNY at Stony Brook

Monk Rowe

Joe Williams Director of Fillius Jazz Archive and Lecturer in Music (Saxophone); B.Mus., State University of New York College at Fredonia

Yonatan Shemesh (2020)

Visiting Instructor of Religious Studies; B.A., Bowdoin College; M.S., Fordham University Graduate School of Education; M.A., University of Chicago Divinity School

Peter Simons (2016)

Lecturer in History; B.A., Calvin College; M.P.P., University of Michigan-Ann Arbor; M.A., University of Maine-Orono; Ph.D., University of Chicago

Taveeshi Singh (2020)

Visiting Instructor of Women's and Gender Studies; B.A., Delhi University, Psychology; M.A., Teachers College Columbia University

Joseph Stanco (2020)

Lecturer in Chemistry; B.S., Ohio Northern University; M.S., Northeastern University

Sandra Stanton-Cotter

Lecturer in Dance and Movement Studies

Sar-Shalom Strong

Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.A., Knox College; M.Mus., Syracuse University

Tina Toglia

Lecturer in Music (Piano); B.Mus., M.Mus.,Temple University; D.M.A., Stony Brook University

Jason Townsend

Supervisor of Introductory Laboratories in Biology and Lecturer in Environmental Studies

Frank Vlossak (2016)

Lecturer in Government; B.A., Hamilton College; J.D., George Mason University

Jon Frederic West

Lecturer in Music (Voice); B.Mus., Bowling Green State University

Sharon West

Lecturer in Music (Voice); B.Mus., Bowling Green State University; M.Mus., Manhattan School of Music

Kim Wieczorek

Lecturer in Education Studies

Paris Wilcox '95

Visiting Instructor of Dance and Movement Studies; B.A., Hamilton College

Fei Wu (2019)

Teaching Fellow in East Asian Languages and Literatures (Chinese)

Emeriti/Emeritae

Charlotte Beck (1985)

Professor of Archaeology Emerita (retired); B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard Bedient (1979)

Professor of Mathematics Emeritus (retired); B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

James Bradfield (1976)

Elias W. Leavenworth Professor of Economics Emeritus (retired); A.B., A.M. and Ph.D., University of Rochester

Austin Briggs (1957)

Hamilton B. Tompkins Professor of English Literature Emeritus (retired); A.B., Harvard University; A.M., Ph.D., Columbia University

Rand Carter (1970)

Professor of Art History Emeritus (retired); A.B., Columbia University; M.F.A. Princeton University; Ph.D. Princeton University

Rouben Cholakian

Burgess Professor of Romance Languages and Literature

Emeritus (retired); A.B., Bates College; A.M. and Ph.D., Columbia University

Jean D'Costa (1980)

Leavenworth Professor of English Emerita (retired); A.B., University College of the West Indies; M.Litt., University of Oxford

Francoise Davis (1989)

Instructor of French Emerita (retired); Baccalaureát és Lettres and License és Lettres, University of Bordeaux

Richard Decker (1985)

Professor of Computer Science (retired); A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Theodore Eismeier (1978)

Professor of Government Emeritus (retired); A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy Elgren (1993)

Professor of Chemistry Emeritus (retired); B.A. Hamline University; Ph.D., Dartmouth College

David Gapp (1979)

Silas D. Childs Professor of Biology Emeritus (retired); B.S. and A.M., College of William and Mary; Ph.D., Boston University

Jinnie Garrett (1985)

William R. Kenan Professor of Biology Emerita (retired); M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A M University

George Gescheider (1964)

Professor of Psychology Emeritus (retired); B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis Gilbert (1976)

Professor of Sociology Emeritus (retired); B.A., University of California at Berkeley; M.A., University of Oregon; Ph.D., Cornell University

Barbara Gold (1989)

Edward North Professor Classics and Greek Literature Emerita (retired); B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Steve Humphries-Brooks (1986)

Professor of Religious Studies Emeritus (retired); A.B. William Jewell College; M.Div. Southern Baptist Theological Seminary; M.Phil. and Ph.D., Columbia University/Union Theological Seminary

Hong Gang Jin

William R. Kenan Professor of East Asian Languages and Literature/Director Associated Colleges in China (ACC) Emerita (retired); B.A., Shanxi University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

George T. Jones (1985)

Elias W. Leavenworth Professor of Anthropology Emeritus (retired); B.A., University of Washington; M.A., University of Washington; Ph.D., University of Washington

Alfred Kelly (1981)

Edgar B. Graves Professor of History Emeritus and Senior Lecturer in History; B.A., University of Chicago; M.A., University of Wisconsin; Ph.D., University of Wisconsin

Timothy Kelly (1982)

Samuel F. Pratt Professor of Mathematics and Statistics Emeritus (retired); B.A., University of Scranton; M.A., Stanford University; M.S. and Ph.D., University of New Hampshire

Robin Kinnel (1966)

Silas D. Childs Professor of Chemistry Emeritus (retired); A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Knop (1977)

Professor of Mathematics and Statistics Emeritus (retired); B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

G. Roberts Kolb (1981)

Marjorie and Robert W. McEwen Professor of Music Emeritus and Senior Lecturer in Music; A.B., Occidental

College; M.A., California State University; D.M.A., University of Illinois

Joseph Malloy (1982)

Associate Professor of German Emeritus (retired); A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia

Ivan Marki (1965)

Edmund A. LeFevre Professor of English Emeritus (retired); A.B., University of Alberta; A.M. and Ph.D., Columbia University

Jeremy Medina (1968)

Burgess Professor of Romance Languages Emeritus and Senior Lecturer in Hispanic Studies; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Sue Ann Miller (1975)

Professor of Biology Emerita (retired); A.B., A.M. and Ph.D., University of Colorado

Peter Millet (1968)

Litchfield Professor of Physics Emeritus (retired); B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Bruce Muirhead (1972)

Professor of Art Emeritus (retired); B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

John C. O'Neal (1984)

Professor of French Emeritus (retired); B.A., Washington and Lee University; M.A., Middlebury College; Ph.D., University of California at Los Angeles

John O'Neill (1972)

Professor of English Emeritus (retired); B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

Patricia O'Neill (1986)

Leonard C. Ferguson Professor of Literature and Creative Writing Emerita (retired); B.A., California State University at Los Angeles; M.A. and Ph.D., Northwestern University

Bob Palusky (1969)

John and Anne Fischer Professor of Fine Arts Emeritus (retired); B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

David Paris (1979)

Professor of Government Emeritus (retired); A.B., Hamilton College; A.M. and Ph.D., Syracuse University

Philip Pearle (1969)

Professor of Physics Emeritus (retired); B.S., M.S., and Ph.D., Massachusetts Institute of Technology

William Pfitsch (1989)

Associate Professor of Biology Emeritus (retired); B.A., Oberlin College; M.S. and Ph.D., University of Washington

Catherine Waite Phelan (2000)

Professor of Communication Emerita (retired); B.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign

Deborah Pokinski (1978)

Associate Professor of Art History Emerita (retired); B.A., Randolph-Macon Woman's College; M.A. and Ph.D., Cornell University

Nancy Sorkin Rabinowitz (1974)

Professor of Comparative Literature Emerita (retired); B.A., City College of the City University of New York; M.A. and Ph.D., University of Chicago

Peter Rabinowitz (1974)

Carolyn C. and David M. Ellis '38 Distinguished Teaching Professor of Comparative Literature Emeritus (retired); B.A., M.A., and Ph.D., University of Chicago

Doug Raybeck (1970)

Professor of Anthropology Emeritus (retired); A.B., Dartmouth College; Ph.D., Cornell University

Robert Redfield (1986)

Samuel F. Pratt Professor of Mathematics Emeritus (retired); B.A., Reed College; M.A., University of Oregon;

Ph.D., Simon Fraser University

Bill Rosenfeld

Marjorie and Robert W. McEwen Professor of English Emeritus (retired); A.B., Utica College; A.M. and Ph.D., University of Minnesota

Carl A. Rubino (1989)

Winslow Professor of Classics Emeritus (retired); B.A., Fordham University; M.A., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., University at Buffalo

Frank Sciacca (1984)

Christian A. Johnson Excellence in Teaching Associate Professor of German Russian Languages & Literatures (retired); B.A., M.A. and Ph.D., Columbia University

Richard Seager (1994)

Bates and Benjamin Professor of Classical and Religious Studies Emeritus (retired); B.A., University of Wisconsin; M.T.S., Harvard Divinity School; M.A., Harvard University; Ph.D., Harvard University

Ann Silversmith (1989)

Litchfield Professor of Astronomy Emerita (retired); B.A., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University

Joan Hinde Stewart (2003)

President and Professor of French Emerita (retired); B.A., St. Joseph's College; Ph.D., Yale University

Nathaniel Strout (1980)

Associate Professor of English Emeritus (retired); B.A., Carleton College; M.A., University of Rochester; Ph.D., University of Rochester

Santiago Tejerina-Canal (1984)

Professor of Hispanic Studies Emerita (retired); Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Edith Toegel (1992)

Associate Professor of German and Russian Languages and Literatures (German) Emerita (retired); B.A., Tufts University; M.A., Tufts University; Ph.D., University of Washington

Bonnie Urciuoli (1988)

Leonard C. Ferguson Professor of Anthropology Emerita (retired); B.A., Syracuse University; M.A., University of Chicago; Ph.D., University of Chicago

Victoria Vernon (1983)

Associate Professor of Comparative Literature Emerita (retired); B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Manfred von Schiller

Head Coach, Men's Soccer and Lacrosse (retired); B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Edward Walker (2006)

Christian A. Johnson Distinguished Professor of Global Political Theory Emeritus (retired); A.B., Hamilton College; M.A., Boston University

Douglas Weldon (1978)

Professor of Psychology Emeritus (retired); A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard Werner (1975)

Professor of Philosophy Emeritus (retired); A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Jay Williams '54 (1960)

Walcott-Bartlett Professor of Religious Studies Emeritus; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Ernest H. Williams, Jr.

Professor of Biology Emeritus (retired); B.S., Trinity College; M.A. and Ph.D., Princeton University

De Bao Xu

Leonard C. Ferguson Professor of East Asian Languages & Literatures Emeritus (retired); B.A., Taiyuan Teacher's

College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Senior Staff

A list of Hamilton College Senior Staff can be found by visiting:

https://www.hamilton.edu/Senior-Staff

Trustees

A list of the Hamilton College Board of Trustees can be found by visiting:

https://www.hamilton.edu/Trustees

Other Information

Academic Calendar

The College's calendar consists of two 15-week semesters.

*Non-senior students are expected to vacate residence halls 24 hours after their last exam

Accreditation

Statement of Accreditation

Hamilton College is fully accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104.

Middle States Commission Statement of Accreditation Status for Hamilton College

Hamilton College has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

Standing with State

Hamilton College is authorized to operate as a college or university by the& New York State Board of Regents and the New York State Education Department (NYSED).NYSED Office of Higher Education can be reached at New York State Education Department, Office of Higher Education, Room 977 Education Building Annex, Albany, NY 12234.

NYSED Distance Learning Update May 2020

2020-21 Middle States Accreditation Review

Co-Chairs

Nathan Goodale, Associate Dean of Faculty (Arts and Sciences)
ngoodale@hamilton.edu

Penny Yee, Associate Dean of Faculty (Humanities and Social Sciences)
pyee@hamilton.edu

2020-21 Self Study Design Report

MSCHE Accreditation Response Due to COVID-19, received May 19, 2020

"On May 15, 2020, the United States Department of Education (USDE), Office of Postsecondary Education, extended the temporary waiver for the use of distance education as an alternate delivery method through December 31, 2020. MSCHE institutions not approved to offer distance education may continue to offer programs

using this delivery method for the duration of the USDE extension without further approval from the Commission. The expedited distance education review process, discussed in the MSCHE memo of May 4, 2020, will not be used at this time. Institutions wishing to use distance education as an alternate delivery method beyond the USDE extension must seek approval through the substantive change process outlined in the Commission's Substantive Change Policy and Procedures and Substantive Change Guidelines. For more information, please contact your institution's MSCHE Vice President liaison."

Crime Statistics

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Contact the Department of Campus Safety (315-859-4141) to request a copy of the Hamilton College crime statistics. Information can also be obtained from the U.S. Department of Education website at: http://ope.ed.gov/security

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230. Phone: 518-474-5851.

Programs	HEGIS Code
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Cinema and Media Studies	4903
Classics	1504
Computer Science	0701
Dance	1008
East Asian Studies	0301
Economics	2204
Environmental Studies	0420
French and Francophone Studies	1102
Geoarchaeology	1999
Geosciences	1914
German Studies	0312
Government	2207
Hispanic Studies	1105
History	2205
Interdisciplinary Programs	4901
Literature	1502
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510

Russian Studies	0307
Sociology	2208
Theatre	1007
Women's and Gender Studies	4903
World Politics	2207
Writing	1507

Disclaimer Notice

The catalogue contains information that is complete and accurate. Hamilton College reserves the right, however, to make changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit, to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

    b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus addresses, email address, telephone listing, parents' name and address(es), date and place of birth, major or minor field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors. This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

    c. The right to file a complaint with the U.S. Department of Education concerning alleged

failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

d. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

Statement on Non-Discrimination

Hamilton College is a coeducational, residential, liberal arts college whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, intellectual, sexual and affectional differences. Such respect promotes free and open inquiry, independent thought and mutual understanding.

Hamilton College performs a thorough background screening on all candidates seriously considered for employment. Prior employment and degree verifications, if applicable, will be performed prior to the extension of any job offer. Additional background checks will be performed, depending on the position.

The College complies with all relevant state and federal laws on non-discrimination. The Director of Community Standards, Hamilton College, Clinton, NY, 13323 (315-859-4020, titleix@hamilton.edu) is responsible for coordinating College compliance with Title IX of the Education Amendment of 1972 and for procedures for addressing sexual misconduct and harassment on the basis of gender.

Students with Disabilities

Students seeking special arrangements due to a disability should provide a recent evaluation conducted by a specialist in the appropriate field. It should include a specific diagnosis, information regarding onset, longevity and severity of symptoms, and evidence of how the disability and/or related medications and treatments interfere or limit any major life activity (participation in the courses, programs and activities of the college), and recommended accommodations.

The Assistant Dean for International Students and Accessibility will use the information provided and consult with faculty and qualified experts as needed to help the student develop a system of support—appropriate to their needs. Requests for academic adjustments should be made well in advance of the start of each semester (preferably by July 1st for fall enrollment and January 1st for spring enrollment).

To request accommodations due to a disability, contact the Assistant Dean for International Students and Accessibility, Hamilton College, Clinton, NY 13323, Phone: 315.859.4021.

Courses

AFRST-Africana Studies

AFRST 102 - BLACKNESS ACROSS DIASPORA

Westmaas

An interdisciplinary examination of the complex array of Black political, social and cultural practices across the Diaspora. It focuses on the historical and contemporary experiences of people of African descent in North and South America, the Caribbean, Latin America and Africa. The class will engage in close readings of classic texts and other readings from a variety of historical, literary, and artistic sources that offer insight into the dynamics of Black thought and practice and introduce core elements of the discipline.

Offered: Fall, Spring.

AFRST 108 - Black Noir and Horror

Vincent Odamtten

An introduction to Mystery, Crime, Suspense and Horror fiction and their visual representations by African American creatives. Students will engage in a critical examination of the ways in which these genres evolved from the antebellum period to the twenty-first century. Students will read works by such authors as Frank Webb, Charles Chesnutt, Pauline E. Hopkins, Chester Himes, Ann Petry, Ishmael Reed, Walter Mosley, Paula Woods, Jordan Peele, P. Djeli Clark and Tananarive Due. First Years and Sophomores Only. (Genre).

Crosslisted as: LIT-108.

AFRST 131 - Representation, Culture, and Power

Merrill

Forefronts the consequences of assumptions based on hegemonic ideas and representations of blackness and Black life. We examine how visual and narrative representations impact our perceptions and sense of collective and individual selves, and the lived experiences of Black subjects. We explore dominant cultural representations of blackness and how they are in dialogue, negotiation, and contestation, along with the tension and interaction between ideas inherited from the outside, and the created inner ones.

AFRST 103 - GEOL HUMAN EVENTS N. AFRICA (1)

Tewksbury

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills.

Crosslisted as: GEOSC-103. Offered: Fall.

AFRST 112 - FUNDAMENTALS OF RACE (1)

Franklin

An introductory course that contextualizes and critically analyzes the concept of race as it relates to people of African descent and in terms of the dynamics of how it emerges and operates within the social world. Transdisciplinary in nature, the course draws upon multiple domains and explores multiple ways in which race is constructed, functions, and contested.

Crosslisted as: PHIL-112. Offered: Fall.

AFRST 130 - BLACK SPACES

Study of black lives and struggles in particular places, and as intrinsic to the Western world. Explores iconic representations and knowledge of black social life and how these are contested in narrative and visual (artistic) expressions; what we are taught to see, and to ignore; the tension and play between ideas we inherit from the outside, and our inner worlds. Topics include representation, resistance, imperialism, violence, racialization, social erasure, subjectivity, power, and art.

AFRST 140 - UNDERSTANDING CARIBBEAN CARNIVAL (1)

Westmaas

Introduces the Carnival tradition in the Caribbean, examining the rise of Carnival from its slavery and post-emancipation roots; the political and historical dynamic associated with Carnival customs; the complex cultural expressions forged by Carnival's unique mix of folklore and religion including vodun, dance and dress styles, satire and musical forms like reggae and calypso; the interrelations between the economic and cultural products created by Caribbean peoples, and the spread, content and

impact of modern Carnival to large North American cities.

Offered: Spring.

AFRST 190 - Exploring Social Justice (1)

Carter

This course explores the historical movements for social justice and contributions of a new generation of black leadership including students, women and community organizers during the civil rights and Black power movements. We will consider the contributions of well-known figures like Huey Newton and Malcolm X and lesser-known figures like Septima Clark, the director of the freedom schools, and their significance in the present times.

Offered: Fall.

100-200

AFRST 114/214 - Black Voices in Song (1.00)

Botha

Explores the musical styles and cultural contexts of the vocal music of selected Black composers, arrangers, songwriters, and performers. Works include the Renaissance motets of Vincente Lusitano, cantatas of Samuel Coleridge-Taylor, African-American spirituals, gospel music, Motown Records' greatest hits, protest songs, non-idiomatic choral repertoire, and the music of artists such as Sister Rosetta Tharpe, Ella Fitzgerald, Nina Simone, Whitney Houston, Beyoncé, and Janelle Monáe. Topics include appropriation, identity, power, race, reception, religion, representation, style, and tokenism.

Crosslisted as: MUSIC 114/214. Offered: Fall.

AFRST 160/260 - History of Jazz to the 1950s

Woods

A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz.

Crosslisted as: MUSIC-160 MUSIC-260.

AFRST 162/262 - African-American Popular Music

Woods

A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists.

Prerequisite: one full-credit course in music. Crosslisted as: MUSIC-162 MUSIC-262.

AFRST 201 - Diversity Reconsidered (1)

Carter D

An examination of the emergence of Africana Studies as a transdisciplinary field of social and cultural critique and politics. Explores the work of foundational (e.g., W.E.B Dubois and Anna Julia Cooper) and contemporary figures. Topics include but are not limited to the history of Africana thought, race and global racial formation, resistance and politics, intersectionality, gender and sexuality, representation, white privilege, belonging, Blackness, and diaspora.

Prerequisite: 102, 112, 130, 190 or permission of the instructor. Offered: Spring.

AFRST 202 - Afrofuturism and Other Dark Matters

Odamtten

An introductory course primarily engaging the literary and other works of writers and artists concerned with the use of multiple genres and media to critique present-day realities and received partial histories of New World and global life through an Afro-diasporic lens. Emphasis will highlight the transdisciplinarity of these works. Students will read and examine the works of such writers and artists as Sutton Griggs, W. E. B. DuBois, Samuel R Delany, Octavia Butler, Tananarive Due, Vincent D. Smith, Sun Ra, Nalo Hopkinson, Jimi Hendrix, Jean-Michel Basquiat and Janelle Monae.

Crosslisted as: LIT-202.

AFRST 203 - African American History, 1619-present (1)

Day Moore

Traces African American history from 1619 to the present. Lectures and discussions will focus on historical events and periods, the course is organized to critically evaluate about themes including agency and resistance; slavery and freedom; the relationship of race to categories of gender, class, and sexuality. Students will learn how to locate, analyze, evaluate, and interpret historical evidence and to express historical arguments in both written and oral presentation.

Crosslisted as: HIST-203. Offered: Fall, Spring.

AFRST 205 - Haiti and the Caribbean (1)

Westmaas

A broad introduction to Haiti's history since the slave revolt of 1791 leading to the creation of the Haitian state in 1804. The course examines the historical, political, and geo–political relationships between Haiti and Europe, and between Haiti and its Caribbean and North American neighbors; Haiti's antislavery impact on the Western hemisphere; the consequences of the U.S. occupation of Haiti; Haiti's political and economic tragedy of the reign of the Duvaliers (1957-1986); the rise and fall of President Aristide; and finally, the consequences of the tragic earthquake of 2010.

Prerequisite: One course in Africana Studies or consent of Instructor. Offered: Spring.

AFRST 215 - Global Race and Sport (1)

Westmaas

The course is designed to examine race and diversity issues in the world of sports from the early 20th century to the present. Topics will examine and provide critical inquiry on the impact of race and racism in major world sports and the Olympic movement, including football(soccer), tennis, boxing, cricket, baseball, American football, and athletics. The course is inter-sectional in scope and interrogates issues of masculinity, gender, the structures of power, as well as new forms of global capitalism in sports, and individuals that have personified their areas of sporting achievement.

Prerequisite: One course in Government, History, Literature, Sociology or Women & Gender Studies. Offered: Fall.

AFRST 216 - Caribbean Literature in the Crucible

Odamtten

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff.

Prerequisite: One course in literature. Crosslisted as: LIT-216.

AFRST 218 - Politics of Africa (1)

Orvis

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment.

Prerequisite: 112, 114 or Africana Studies 101. Crosslisted as: GOVT-218. Offered: Spring.

AFRST 220 - Imagining Africa (1)

Carter

The idea of Africa historically has served as a metaphor for exoticism, sexuality or savagery in western discourse. In the contemporary world, it has been imagined as the site of seemingly insoluble problems such as the collapse of the state, genocide famine. Against this backdrop, the course explores colonial/neocolonial state structural and institutional hierarchies, related to the role of ideas of race, gender class based inequalities in postcolonial societies, warfare, international humanitarian efforts and asymmetrical relationships between cultural traditions in Africa and the West.

Offered: Fall.

AFRST 221 - Africa in Diaspora (1)

H. Merrill

Examines the experience of African people in Africa, the Americas and Europe from the 16th century to the present. Advances alternative knowledge of Africa and her descendants. Themes include slavery, resistance and revolution, freedom struggles, Black radical thought, race and culture, the Jim Crow south, collective identity, black power and the Black Panther Party, Gender identity, colorism, colonial legacies, Black identity and experience in relation to social, structural, and institutional hierarchies such as race, class, and gender.

Offered: Spring.

AFRST 222 - Race, Gender and Culture (1)

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social

identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance.

Crosslisted as: PHIL-222, WMGST-222.

AFRST 223 - Black Female Voices: Writing Women of Color in the African Diaspora (1)

Nieves

Explores the different ways black women have struggled for equality, constructed their own identity and understood their own place in American history. Emphasizes critical thinking about African American women's history and focuses on the many forms with which we tell the stories of women's lives.

AFRST 224 - Gender, Space and Identity in the African Diaspora (1)

Merrill

This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body and the course more broadly focuses on the intersection of race, class, gender, sexuality, and ethnicity as matrices of social and structural power relations and hierarchies.

Crosslisted as: WMGST-224. Offered: Spring.

AFRST 230 - Black Internationalism: The Making of Black Political Culture (1)

An examination of the development of a vibrant black political culture that was transnational in scope and predicated on the shared experiences of people of African descent. Drawing upon the networks of communication created by the spread of ideas, news and rumor during the slave revolts in the Caribbean at the end of the 18th century, as well as writings that included novels, political tracts, speeches, newspapers and magazines in the 19th and 20th centuries.

Prerequisite: 101 or one course in government, history or sociology.

AFRST 238 - African-American Theatre from Ira Aldridge to August Wilson (1)

Cryer

Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes.

Prerequisite: Theatre 100 or a Africana Studies course. Crosslisted as: THETR-238. Offered: Fall.

AFRST 242 - The Black Self: Identity and Consciousness (1)

A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black.

Prerequisite: One course in philosophy or Africana studies, or consent of instructor. Crosslisted as: PHIL-242. Offered: Spring.

AFRST 255 - The Marrow of African-American Literature (1)

Odamtten

Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnutt.

Prerequisite: One course in literature, or consent of instructor. Crosslisted as: LIT-255. Offered: Fall.

AFRST 259 - History of Jazz Since the 1950s (1)

Woods

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz.

Crosslisted as: MUSIC-259. Offered: Spring.

AFRST 265 - Racism and Anti-racism (1.00)

Heather Merrill

Our present age demands we explore the theory and practice of anti-racist work through an examination of the foundational construction of race and racism in America and the resistance of abolitionists like Frederick Douglass,

John Brown, Frances Seward, and others; the role of white supremacy, and anti-blackness. This course also seeks to answer questions like: What is anti-racism? Taking a dialectical approach to such questions we will explore work by anti-racism scholars and activists such as Ibram X. Kendi; the Black Panthers; James Baldwin; and recent critical writing on white supremacy.

Offered: Fall.

AFRST 276 - Cold War in Africa

Rebecca Wall

Examines the options and obstacles facing diverse regions of Africa during the Cold War. Covers the period from World War II until the 2000s. Topics include Africa and Africans during WWII, decolonization, the Non-Aligned Movement, China and Cuba in Africa, proxy conflicts, and links between the Cold War and the War on Terror. Discusses the legacies of the Cold War for contemporary Africa. Course focuses on engaging with primary sources including film, literature, propaganda, and music.

Crosslisted as: HIST-276. Offered: Spring.

AFRST 278 - South Africa: From Colonialism to Democracy (1)

Grant

Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers.

Crosslisted as: HIST-278. Offered: Spring.

AFRST 289 - Students Leading the Change for Racial and Gender Justice: Identity, Agency, Transformative Leadership (0.5)

Margo Okazawa-Rey

This leadership project brings together students, faculty, and staff from Hamilton College and comparable institutions for two main purposes. One is to promote an intersectional understanding about raced and gendered campus climates that give rise to a range of damaging experiences, from the more subtle micro-aggression to hate crimes and sexual assaults and rape. The other purpose is to develop organizing strategies to create diverse, safe, and just campuses. This course includes a required field study at the Highlander Center in Tennessee, March 19-24.

Prerequisite: Intro level course in either WMGST, AFRST, or SOC. Crosslisted as: WMGST-289. Offered: Spring.

AFRST 210 - African History to 1800

Rebecca Wall

Examines African History from Ancient Egypt to 1800. Students encounter the complexity and diversity of peoples, cultures, and histories across the African continent, with an emphasis Africa's centrality to world history. Topics include early civilizations, human migrations, great medieval empires, the diffusion and role of religions including Islam, trade and economic networks, the transatlantic slave trade, and the early stirrings of colonialism. Readings and sources include oral epics, canonical works of secondary literature, music, art, and material objects.

Crosslisted as: HIST-210.

200-300

AFRST 303 - Black Popular Culture (1)

Carter

Examines black popular culture of the African diaspora through an exploration of a series of representations, cultural practices and folk traditions. Participants will interrogate the "black experience" and its legacy in aspects of consumer culture, film, music (jazz, hip hop, blues), television, social class and gender. Considers the methodological and theoretical implications of these approaches for both anthropological inquiry and Africana studies.

Offered: Spring.

AFRST 306 - Seminar: Blackness Matters In Europe (1)

Merrill or Carter

This course reconsiders the meaning of Europe through critical examination of past present representations, policies, and the continual renegotiation of belonging. Europe is a contested site of identity, place, and belonging where post-colonial African and other populations are increasingly visible. Focusing on the African Diaspora in Europe, the course examines such issues as colonization and its legacies, Blackness and Anti-Blackness, political subjectivity, multiculturalism, citizenship and belonging, gender, the border, the refugee crisis, and the making of racial and class hierarchies.

Offered: Spring.

AFRST 311 - Black Women's Experience in the United States (1)

Haley

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music.

Prerequisite: 101 or consent of instructor. Crosslisted as: AMST-311, WMGST-311. Offered: Fall.

AFRST 313 - Ghanaian Literature: From Colony to Post-Colony (1)

Odamtten

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casely-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society.

Prerequisite: one 200-level course in literature (204, 205, 206 or 264 preferred). Crosslisted as: LIT-313. Offered: Spring.

AFRST 319 - Critical Race Theory (1)

Franklin

A close examination of the emergence, aims, and argumentative styles of Critical Race Theory.

Prerequisite: One course in Philosophy or one course in Africana Studies. Crosslisted as: PHIL-319. Offered: Fall.

AFRST 322 - Sankofa: Africana Futures and Beyond (1)

Odamtten

Sankofa is the "ancient proverbial Akan bird, constantly reaching back into the past even as it flies sky-bound into a future of great expectations" (Anyidoho). Even as colonial fantasies imagine Africa as the incarnation of the past, cultural and political movements in Africa and its Diasporas have found ways to cope with and resist colonial fantasies, imagining Black futures of national and global agendas. Readings and other media by Amos Tutuola, Nnedi Okorafor, Kojo Laing, Octavia Butler, Nalo Hopkinson, Samuel Delany, Steve Barnes, and Nisi Shawl.

Prerequisite: 1 200-level course in Literature or Africana Studies. Crosslisted as: LIT-322.

AFRST 328 - Globalization and African Diaspora in Europe (1)

Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and ‘hybrid’ identity, transnationalism, the meaning of ‘home’, humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear.

Crosslisted as: ANTHR-328. Offered: Spring.

AFRST 333 - Geographies of Race and Gender (1)

Merrill

Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe.

Crosslisted as: WMGST-333. Offered: Fall.

AFRST 335 - Urban Worlds (1)

Carter

Since the great northern migrations of the World War II era much of African American experience has been lived out in urban worlds, from New York to San Francisco. The city has held out a peculiar hope for a better life, celebrated in fiction, scholarly literature and popular culture, since the Black exodus from the South. We explore the American story of promise and inclusion and the visible and at times hidden workings of exclusion, two stories that unfold

simultaneously in the experience of urban America.

Prerequisite: One course in Africana Studies or consent of Instructor. Offered: Spring.

AFRST 340 - Race and American Democracy (1)

Klinkner

Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics.

Prerequisite: one 200-level course in American politics. Crosslisted as: GOVT-340. Offered: Spring.

AFRST 341 - Levitt Leadership Institute: Leadership in Movements and Organizations

Margo Okasawa-Rey

This course focuses on understanding community-mobilization, organizational leadership models and perspectives for creating social change. It will promote an intersectional understanding of campus and community conditions that give rise to damaging experiences. Students will collaboratively develop leadership change strategies that oppose more common, "expert"-driven approaches. Required field study: week one of spring break. Prerequisite: participation in LLI (January) and Intro level WMGST, PPOL, AFRST, or SOC course and consent of the instructor.

Prerequisite: Prerequisite: Participation in LLI (January) and Intro-level course in WMGST, PPOL, AFRST, or SOC and consent of the instructor. Crosslisted as: COLEG-341, PPOL-341, SOC-341,WMGST-341.

AFRST 372 - Unraveling Cleopatra (1)

Haley

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods.

Prerequisite: one course in classical studies or Africana studies. Crosslisted as: CLASC-372, WMGST-372. Offered: Fall.

AFRST 374 - Ancient Egypt (1)

Haley

A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development.

Prerequisite: One Classical Studies or Africana Studies course. Crosslisted as: CLASC-374.

AFRST 376 - Africana Literatures and Critical Discourses. (1)

An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work.

Prerequisite: one 200-level course in literature. Not open to first-year students. Crosslisted as: LIT-376. Offered: Fall.

AFRST 378 - African American Literature Beyond the Edge (1)

Odamtten

A critical survey of literatures from multiple genres concerned with conjuration, speculation, investigation, transgression or science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Ernest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson.

Prerequisite: One 200-level course in literature. Crosslisted as: LIT-378. Offered: Spring.

AFRST 380 - Seminar: Global Black Rebellions (1)

N. Westmaas

This course critically examines the socio-historical emergence and impact of various major black social political rebellions across the world by focusing on the role of leadership and the different leadership structures developed and deployed. In addition to slave revolts and other overt forms of rebellion, the course also examines

cataclysmic rebel events and nation-state revolts that culminated in full-scale revolution. Methodologically, the course will make use of primary documents, oral histories, and seminal secondary literature that help frame rebellious exercises of black agency.

Prerequisite: One course in Africana Studies or consent of Instructor. Offered: Fall.

AFRST 382 - Global African Social Movements (1)

Westmaas

An interdisciplinary introduction to global social and political movements in Africa and the Americas from the Revolutions at the end of the 18th century to the present. Addresses theories of social movements, their racial and cultural formation, the variations in type and consequences of movements, and the contexts in which they arose. These contexts include the intersectionality of race, class and gender within persisting historical & racial hierarchies. Movements examined include the anti-slavery movement; the Pan-Africanist movement, the women's movement and the rise of modern NGOs.

Prerequisite: 220, 221 or consent of instructor. Offered: Spring.

AFRST 391 - Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness (1)

Edna Rodriguez-Plate

Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. Studies how the voice of the margins has been excluded or included, and consciously manipulated. Analyzes the concept of "race" and its intricate relations with gender, class and cultural politics. Also considered: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love.

Prerequisite: Two 200-level courses in Hispanic Studies above 200 or 201, or consent of instructor. Crosslisted as: HSPST-391. Offered: Fall.

AFRST 402 - Feminist Theory and Practice: Transnational Feminisms

Mariah Stember

Interdisciplinary, feminist analysis of women and gender in southern African liberation struggles, including tensions of global feminist and human rights advocacy, public policy, international development, colonialism and neo-colonialism, pan-Africanism, and Cold War dynamics of the anti-apartheid movement. Analysis will focus on questions concerning the history of southern Africa, the apartheid regime, the complexity of global movements, connections between history and the present, including memory studies, which highlights the enduring relevance of who, what and how historical narratives are shaped.

Prerequisite: One course in Women's Studies or consent of instructor. Crosslisted as: WMGST-402.

AFRST 405 - Seminar: Black Feminist Thought (1)

Haley

Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages.Exploration of how black women are not simply victims of oppression but visionary agents of change.Areas examined include history, literature,music,art,education, sociology and film. There is intersectional analysis of the social, structural, and institutional hierarchies within the identities of women of African descent (gender/transgender, race, white supremacy, sexual/affectional orientation, class, color, and ability).

Prerequisite: one course in women's studies or consent of instructor. Crosslisted as: WMGST-405. Offered: Fall.

AFRST 462 - Critical Voice

Franklin

An existential exploration of voice as that which awakens and embodies critical consciousness. Focusing on voice as it emerges and operates within the context of blackness, the course will focus on various black figures and various black expressions of voice as they relate to existential forms of liberation and empowerment. Seminar.

Prerequisite: Prerequisite, three courses in philosophy, one of which must be 112, 115, 222, 242, or 319, or consent of instructor. Crosslisted as: PHIL-462. Offered: Spring.

AFRST 473 - Seminar: Major African Writers

Odamtten

A general survey of contemporary African literature, and critical inquiry of selected works by major African writers such as Achebe, Aidoo, Dangarembga, Adiche, Sembene, Soyinka, la Guma and Gordimer. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the

multiple articulations among authors, texts and audiences. Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only.

Prerequisite: three courses in literature or consent of instructor. Crosslisted as: LIT-473.

AFRST 549 - Senior Seminar in Africana Studies (1)

The department

The research process at it relates to fulfillment of the senior project, including the formulation of a research project, methodological approaches, frames of research, research design, collection of data, and analysis. Culminates in presentation of a thesis/project proposal.

Offered: Fall.

AFRST 550 - Senior Program (1)

The Department

An interdisciplinary project to be approved by the committee.

Offered: Spring.

AMST-American Studies

AMST 101 - Introduction to American Studies (1)

An interdisciplinary introduction to culture and society in the United States, from the colonial era through the 21st century, as revealed in literary, cinematic and historical texts.

Offered: Spring.

AMST 125 - Introduction to History and Theory of New Media (1)

What makes new media "new"? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, Auto-Tune, hypertext literature and digital poetry.

Crosslisted as: CNMS-125.

AMST 129 - Native American Spiritualities (1)

Schermerhorn

In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity.

Crosslisted as: RELST-129. Offered: Fall, Spring.

AMST 133 - American Freedom and Protestant Thought

Jeff McArn

The Bible has been used throughout American history to justify various oppressions including slavery, gender inequality, and homophobia. Through exploring the biblical material that has historically supported such injustices, and the religious thought that has contributed to liberation movements, this course will seek to discover the meanings of the defining American mantra of "freedom." We will examine such "theological" thinkers as Jefferson, Lincoln, Frederick Douglass, Harriet Beecher Stowe, Reinhold Niebuhr, Martin Luther King, Jr., Malcolm X, Elizabeth Cady Stanton, and James Baldwin.

Crosslisted as: RELST-133. Offered: Fall.

AMST 134 - Americanism, Ballots, and Consumption: The ABCs of American Religion (1)

Newell

This course explores a variety of roles religion has played in American culture(s) and some of the ways that American culture has influenced Americans' religious practices. We will focus on three areas: identity (Americanism), politics (Ballots), and economics (Consumption). In particular, we will consider how religion is involved in the construction of American identity and the exclusion of some people from American polity; how religion is (and is not) intertwined with our political system; and how religion affects – and is affected by – Americans' economic practices

Crosslisted as: RELST-134. Offered: Fall.

AMST 150 - Hamilton College & Social Justice

Jeff McArn

We will explore ways that Hamilton College has sought to

engage cultural differences, and stand on the principles of justice for the underrepresented and oppressed populations — and ways the College has struggled in these same attempts. This course is designed to examine the history of the College and reflect on social justice issues of the day: Native displacement, American slavery and its abolition, the struggle for women's rights, co-education and the founding of Kirkland College, civil rights, the anti-apartheid movement, and LGBTQ equality. We will also study the lives and work of various alums, and faculty through the College's history, drawing on resources of local community and the archives of the College.

AMST 117/217 - Roots Music to Country Music: The Making of an American Sound

Hamessley

Study of country music from its roots in cowboy songs, fiddle tunes, blues, bluegrass, and gospel hymns to current artists like The [Dixie] Chicks, Taylor Swift, and Brad Paisley. Artists include the Carter Family, Hank Williams, Patsy Cline, Dolly Parton, Willie Nelson, Emmylou Harris, Lynyrd Skynyrd, & Garth Brooks. Study of the musical elements, social class, gender roles, and cultural contexts of styles such as Western Swing, Honky-Tonk, Rockabilly, the Nashville Sound, Southern Rock, and Alt-country. Includes films such as *Coal Miner's Daughter*, *Nashville*, and *O Brother, Where Art Thou?* No previous knowledge of music required. Music-217 has an additional independent project.

Crosslisted as: MUSIC-117/217.

AMST 118/218 - The Broadway Musical

Alex Bádue

An exploration of Broadway musical theater from its early forms to the present and the main conventions through which a variety of musical styles (from opera to hip hop) has been used to structure narrative. Topics include the impact of Broadway on American culture and how musicals reflect the time period in which they were created. Includes artists such as George M. Cohan, Rodgers & Hammerstein, Bob Fosse, Stephen Sondheim, Jeanine Tesori, and Lin-Manuel Miranda and musicals like *Showboat*, *Oklahoma!*, *West Side Story*, *Hair*, *Cabaret*, *A Chorus Line*, *The Phantom of the Opera*, *Rent*, *Wicked*, *Fun Home*, *Ain't Too Proud*, and *Hamilton*.

Crosslisted as: MUSIC-118/218 THETR-118/218.

AMST 202 - Introduction to Asian-American Studies (1)

Yao

An introduction to Asian-American studies, an interdisciplinary field of inquiry that deals with the history, experiences and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino and Southeast Asian ancestry. Topics addressed include the history of Asian immigration to the United States; popular and self-representation of Asians in various cultural media; questions of race and ethnicity; and the category of gender as it is inflected along racial and class lines. Counts toward the concentrations in American studies or Asian studies.

AMST 205 - Video Game Nation (1)

Investigates how to critically interpret and analyze video games and the roles they play in visual and popular culture, and how to test the application of these approaches to various issues in gaming and digital media culture more generally. Topics and themes include genre and aesthetics, the game industry, spectatorship, play, narrative, immersion, gender, race, militarism, violence and labor.

AMST 214 - Queer Literature and Film (1)

Lacsamana and Barry

Examination of the historical and theoretical constructions of sexual and gender identities through the literature and film of the late 19th c – present. The course will explore a range of issues including the emergence, normalization and regulation of heterosexuality and "homosexuality" as categories of identity; intersections with race, class and queerness; transgender identity and subjectivity; constructions of the "family" among others. Our analyses of LGBT literature and film will be grounded by contemporary debates in feminist, gender, and queer studies.

Prerequisite: one course in women's studies or consent of instructor. Crosslisted as: WMGST-214. Offered: Fall.

AMST 215 - Religion in Film (1)

Humphries-Brooks

Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture.

Crosslisted as: RELST-215. Offered: Fall.

AMST 239 - Native American Religious Freedom (1)

Seth Schermerhorn

Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote.

Crosslisted as: RELST-239. Offered: Spring.

AMST 241 - Religion in the American West (1)

Newell

This course explores and considers three themes in the history of religion in the American West: migrations (movement in and out of the region), locations (the designation of particular places as special), and adaptations (changes over time, in response to changing conditions). The course will use a variety of primary and secondary sources – some texts, but also films, photographs, and other kinds of sources. Students will also do their own research and contribute to the construction of a website about the religious history of the American West.

Crosslisted as: RELST-241. Offered: Fall.

AMST 283 - Introduction to Asian American Literature (1)

Yao

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others.

Prerequisite: One course in literature. Crosslisted as: LIT-283.

200-300

AMST 245/345 - Music in American Film (1)

Hamessley

Examination of music in American film from silent films to the present with emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), the meanings that music brings to film narratives. Includes films such as *Casablanca*, *The Adventures of Robin Hood*, *To Kill a Mockingbird*, *Of Mice and Men*, *A Streetcar Named Desire*, *Amadeus*, *The Shawshank Redemption*, *Oh Brother, Where Art Thou?* Special attention to Hitchcock films (*Psycho, Vertigo, Rear Window*).

Prerequisite: two courses, in any combination, in music, film, or literature. Crosslisted as: MUSIC-245/345. Offered: Spring.

AMST 310 - Seminar: Religion and Environment (1)

This interdisciplinary seminar explores the traditional ecological knowledge (TEK) of indigenous peoples. Drawing upon scholarship from such diverse fields as acoustic ecology, ethno-ecology, ethnography, geography, environmental history, Native American and Indigenous Studies, and religious studies, we will examine indigenous knowledge about particular species and relationships between them.

Crosslisted as: ENVST-310, RELST-310. Offered: Spring.

AMST 311 - Black Women's Experience in the United States (1)

Haley

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music.

Prerequisite: 101 or consent of instructor. Crosslisted as: AFRST-311, WMGST-311. Offered: Fall.

AMST 321 - Raging Gods: Scorsese and Coppola's Religious Films (1)

Humphries-Brooks

The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture.

Prerequisite: two courses in religious studies and/or cinema

& new media studies or consent of instructor. Crosslisted as: RELST-321. Offered: Fall.

AMST 325 - Media Theory and Visual Culture (1)

We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies.

Crosslisted as: CNMS-325. Offered: Spring.

AMST 330 - Digital History and New Media: Theories and Praxis (1)

Nieves

Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities.

Crosslisted as: CNMS-330.

AMST 342 - Seminar: Written on the Wall: 20th- and 21st-Century American Prison Writing (1)

Larson

The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th- and 21st-century American prison writing, asking questions about the generic coherence, social and moral import of incarcerated people's non-fiction, fiction and poetry. Authors will include Jack London, George Jackson, Assata Shakur, and citizens serving time today. Students who are twenty-one or older will visit a book group inside a state prison.

Prerequisite: one 200-level course in literature. Crosslisted as: LIT-342. Offered: Fall.

AMST 350 - Gender and Cyberculture (1)

Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues.

Crosslisted as: CNMS-350.

AMST 410 - American Philosophy (1)

Doran

Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy.

Prerequisite: Three courses in philosophy or consent of instructor. Crosslisted as: PHIL-410. Offered: Fall.

AMST 420 - Seminar in American Studies (1)

Schermerhorn

The Senior Seminar in American Studies represents a culminating intellectual experience for seniors in the American studies program. Its centerpiece is the senior project, in which each major plans, writes, and presents a self-directed, interdisciplinary course of study that balances critical skills and creativity. The senior project is carried out under the close supervision of at least one faculty member.

Prerequisite: Must be a senior concentrator in AMST. Offered: Fall.

AMST 500 - Senior Project (1)

Joyce M. Barry

This is a capstone course limited to senior concentrators in American Studies. Students conduct a project on a topic in American Studies.

Offered: Spring.

AMST 550 - Honors Thesis (1)

The Program

Independent study required for honors candidates, culminating in a thesis. Registration only by express approval of the program director.

Offered: Fall, Spring.

ANTHR-Anthropology

ANTHR 113 - Principles of Social and Cultural Anthropology (1)

The Department

Cross-cultural approaches to the study of such topics as inequality, polity, language, economic behavior, the body, and other categorical distinctions emergent from human practice. Exposure to anthropological theory, methods, and ethnography.

Offered: Fall, Spring.

ANTHR 121 - Humor: Culture, Interaction, and Politics (1)

Chaise LaDousa

Introduces the benefits of considering theoretical approaches, research methodologies, and data together and as interrelated in the production of anthropological scholarship. Stresses the gendered, racialized, and classed dimensions of humor, and the ways the exploration of such dimensions affords insights to questions about inequality, but also the possibilities of conscious reflection and subversion.

Offered: Fall.

ANTHR 200 - Stuff: Materiality and Inequality (1)

Department

This course fulfills the SSIH requirement for Anthropology and Archaeology concentrators. In keeping with the history of U.S. four-field anthropology, it examines the social origins of inequality through the lenses of material culture and technologies of production, labor and social structure, and hierarchy. The topical foci of the course will be developed around a contemporary issue or event. The course will engage students from both tracks, emphasizing the shared interest in material culture analysis and issues of labor, inequality, and political economy.

Prerequisite: Prerequisites Arch 106, Anthr 113, or permission of instructor. Offered: Spring.

ANTHR 201 - Linguistic Theory: A Brief History (1)

Department

A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; evolutionary, structural and generative approaches to the analysis of language.

Prerequisite: 126, 127 or consent of instructor. Crosslisted as: LING-201. Offered: Spring.

ANTHR 204 - Globalization and the City: An Anthropological Interrogation (1)

Arjun Shankar

Examines why and how the city has taken on renewed focus as "site" in which contemporary global processes take place. Draws on anthropological literature and films on urbanization to provide theoretical foundations and empirical case studies to critically respond to the question: What does the globalization of the city look like? Students will choose their own city upon which to conduct secondary research drawing from scholarly articles, news media sources, and documentary film archives to create short essay films that illustrate how global processes reshape their selected urban locale.

Prerequisite: one course in anthropology or consent of instructor. Offered: Fall.

ANTHR 207 - The University (1)

Chenyu Wang

Just what is a university, understood anthropologically? How do we understand its many subcultures, its organizational forms, its economies and its ideological functions? In this course, we will critically examine these questions, and discuss how "the university" is shaped by forces of globalization, migration, neoliberalism, and discourses of diversity. We will read ethnographies about "the university", analyzing how "the university," as a cultured institution, produces and reproduces various forms of inequality as well as generates new forms of subjectivity.

Prerequisite: EDUC-102 or ANTHR-113. Crosslisted as: EDUC-207. Offered: Fall.

ANTHR 215 - Anthropology of Muslim Youth (1)

Mariam Durrani

Investigates the social experiences and mediatized representations of Muslim youth through ethnography and multimodal artifacts. Emphasizes deconstructing the semiotics of the "Muslim" figure in public discourse to understand, and critique, how this construction leads to various forms of anti-Muslim racism, but also attending to the forms of response and resistance from Muslim youth.

Prerequisite: Anth 113. Crosslisted as: EDUC-215, EDUC-215. Offered: Fall.

ANTHR 225 - Phonetics and Phonology: The Analysis of Sound (1)

Department

How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis.

Crosslisted as: LING-225. Offered: Spring.

ANTHR 233 - Anthropology of China (1)

TBA

This course introduces students to social issues in contemporary China as seen through the lens of anthropological analysis. Through reading ethnographies, watching films, and engaging in classroom discussions, we will examines topics such as the individualization of China and consumer identity, censorship and emerging forms of social media, urbanization and migrant labor, the one-child policy and changing family values, and economic development and environmental degradation.

Prerequisite: One course in anthropology or consent of instructor. Offered: Fall.

ANTHR 234 - Communication and Culture (1)

Mariam Durrani

In this course, we will examine the role that communicative processes play in shaping common conceptions of the world and in facilitating forms of social organization through which people experience everyday life. This course offers an introduction to the foundational relationship between language and culture by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language.

Prerequisite: Anthropology 113. Crosslisted as: LING-234. Offered: Spring.

ANTHR 257 - Language, Gender and Sexuality (1)

LaDousa

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression.

Prerequisite: one course in anthropology or consent of instructor. Crosslisted as: LING-257, SOC-257, WMGST-257. Offered: Fall.

ANTHR 259 - Digital Technology and Social Transformation (1)

Chaise LaDousa

Examines some of the ways in which digital technologies have been imagined to be important to social change, transformation, or innovation. Proponents of the use of digital technologies toward social change have focused on their speed, connectivity, and capacity. The course will introduce some of these arguments, will review some critiques of these arguments, and will suggest – via ethnographic cases – that digital technologies, like all sociocultural forms, should be studied with careful attention to contextual concerns.

Prerequisite: One 100-level course in Anthropology or consent of instructor. Offered: Spring.

ANTHR 261 - Performing Life: Introduction to Performance Studies (1)

Latrell.

This course introduces the field of performance studies, examining performance in diverse contexts, from everyday life (sports, rituals, politics, television) to more formal settings (theatre, dance, visual art). Performance studies asks "What is performance, and how can we make sense of it?" The field incorporates aspects of theatre history, theory, and practice; anthropology, sociology, and cultural studies. No performance training is required or expected, but students will participate in a variety of hands-on exercises, and will attend and analyze several events.

Prerequisite: Theatre 100, or consent of instructor. Crosslisted as: THETR-261.

ANTHR 263 - Political Ecology of Tourism (1)

Andrea Murray

This course explores the environmental implications of the global tourism industry. Case studies of tourism in the Caribbean and East Asia offer perspectives on

environmental histories of tourism; the political ecology of consumption; and problems of cultural authenticity and place-making. Students will draw on ethnographic and policy-based readings. By studying the patterns and governance of one of the world's fastest growing economic sectors, students will investigate "tourism" as both a cause and effect of globalization and its attendant localization movements.

Crosslisted as: ENVST-263. Offered: Spring.

ANTHR 264 - Ethnography of Literacy and Visual Language (1)

Ladousa

Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication.

Prerequisite: 113, 114, 115, 126, 127, or 201, or consent of instructor. Crosslisted as: LING-264, EDUC-264. Offered: Fall.

ANTHR 266 - Dialects of American English (1)

Meredith Moss

This course examines the dialects of English used in the United States. Topics covered will include language variation, language change, regional dialects, social and ethnic dialects, gender and language variation, style, applied dialectology, and ideologies of language

Offered: Fall.

ANTHR 270 - The Ethnography of Communication (1)

LaDousa

Theory and analysis of communication and meaning in social and cultural context.

Prerequisite: 113, 114, 115, 126, 127 or 201, or consent of instructor. Crosslisted as: LING-270. Offered: Fall.

ANTHR 272 - Anthropology of Food (1)

Julie Starr

This course examines how culturally variant practices of food and eating are actively involved in (1) creating and maintaining sociality, (2) constructing and reinforcing identity, and (3) in shaping global relations of power and inequalities. Through reading ethnographies, watching films, and discussing materials in class, this course will introduce you to other ways of viewing, experiencing, and understanding food. It will also provide an opportunity to inquire how our role as consumers reinforces certain global food-ways, impacting many people who remain unseen in the process.

Prerequisite: 113, 127, or consent of the instructor. Offered: Fall.

ANTHR 281 - Anthropology of Social Media (1)

Dannah Dennis

This course introduces students to the anthropology of social media, drawing on empirical and ethnographic accounts to explore how social media use is embedded in and reflective of specific cultural contexts. We will also consider how social media research can be combined with more traditional ethnographic methods in order to understand how people live their lives both online and offline. Students will work together in small groups throughout the semester to design and produce a podcast that presents an ethnographic analysis of a social media topic of their choice.

Prerequisite: A course in anthropology or consent of instructor. Offered: Spring.

ANTHR 303 - Agency and Voice

LaDousa

What are the possibilities of action? Of recognition? This course explores the ways that anthropologists have drawn from the humanities and the social sciences to attempt to answer these questions. Particularly important is work by Peirce and Bakhtin. Neither of these scholars engaged in anthropological methods and, yet, anthropologists have found in their ideas much guidance for thinking about the circulation of culture and the possibilities and predicaments of participation. This course will engage with ethnographic applications.

Prerequisite: ANTHR 113 or consent of instructor. Crosslisted as: LING-303. Offered: Spring.

ANTHR 305 - The Social Politics of Disaster

Dennis

Anthropology as a discipline is uniquely positioned to make important contributions to the interdisciplinary field of disaster studies. In this course, we will use disaster as a lens through which to examine social relations and ethical responsibilities in a variety of cultural contexts around the globe. In order to develop their capacities as informed and engaged citizens, students will learn to analyze the political economy of disasters, critical discourses of aid and

intervention, mobilizations of affect and alternative temporalities, and disaster as political allegory and opportunity.

Prerequisite: ANTHR 113 or consent of instructor. Offered: Spring.

ANTHR 309 - Education and Racialization in a Global Context (1.00)

Wang

This course examines the role of education in constructing racial Otherness beyond a black-and-white framework. Education is defined broadly, including teaching and learning within formal institutions, non-formal education, adult education, and community-based education. We will learn theoretical concepts related to race and racialization (i.e., state, surveillance, capitalism, neocolonialism), and use these concepts to understand how racial Otherness is shaped by local contexts and global forces in educational settings.

Prerequisite: EDUC-102 or One course in Anthropology. Crosslisted as: EDUC-309. Offered: Spring.

ANTHR 310 - Crossings and Transgressions: On Migration and (Im)Mobilities (1)

Mariam Durrani

The current global moment is marked by border-crossings and border-transgressions where not only people are on the move, but also ideas and images about them. The refugee, the migrant, the domestic worker and the terrorist—itinerant figures of different orders—inspire narratives about what constitutes "human nature" and inhumane practices. This course explores the multiple meanings of mobility and stasis by examining the (dis)placements and circulations of people, things, and ideas along with the (folk)tales that accompany migration and related discourses on race, gender, and sexuality.

Prerequisite: Anth 113 or approval by instructor. Crosslisted as: WMGST-310. Offered: Spring.

ANTHR 311 - Youth and Cultural Reproduction (1)

LaDousa

The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science.

Prerequisite: 100-level anthropology course or consent of instructor. Crosslisted as: EDUC-311.

ANTHR 314 - Ethnicity, Gender, and Sexuality in China (1)

Julie Starr

This course discusses the transformations in Chinese notions of ethnicity, gender, and sexuality from 1949 to the present. We will explore topics such as defining, naming, and preserving ethnic identity and culture; changing notions of femininity and masculinity; emerging forms of gendered inequality; and the growing importance of sex work and sex-at-work while considering the interrelationship between such phenomena and the broader political, economic, and social developments in 21st-century China.

Prerequisite: 113, 127, or consent of the instructor. Offered: Spring.

ANTHR 316 - Feminist Ethnographies (1)

Mariam Durrani

In this course, we will critically read and analyze feminist anthropological scholarship. We will look at the following themes: the status of women across societies, agency and resistance, gender and emotion, technologies of the body and reproduction, and new feminist and post-modern ethnographies. We will be reading both key feminist ethnographic texts including classics such as "The Thrice Told Tale" and "The Managed Heart" as well as recent texts. We will also screen works by feminist filmmakers.

Prerequisite: Anthropology 113. Offered: Fall.

ANTHR 317 - Body, Self, and Health: China and the Biomedical (1)

Julie Starr

Considers the specificity of local medical systems and the way they are entangled with culturally variant ideas about bodies, food, and health. Draws on ethnographic examples of from East Asia, the U.S., and the Pacific, to study the ways that medical traditions (including biomedicine) establish themselves as social institutions and as sources of authoritative knowledge. Covers topics such as: local theories of well-being; disease causation and healing

efficacy; authoritative knowledge; theories of embodiment; and food-as-medicine.

Prerequisite: One anthropology course or consent of instructor. Offered: Fall.

ANTHR 318 - Anthropology of Education (1)

LaDousa

Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems.

Prerequisite: one course in anthropology or consent of instructor. Offered: Fall.

ANTHR 323 - Verbal Art and Performance (1)

LaDousa

Traces historical shifts in oral performance-based approaches to the study of verbal art. Probes connections between verbal art and notions of tradition, authenticity and heritage — the local and the national. Introduces emerging work in feminist, critical and reflexive stances in scholarship on verbal art.

Prerequisite: one course in anthropology or consent of instructor. Offered: Spring.

ANTHR 326 - Semiotics of Liberal Arts Education (1)

Urciuoli

Examination of liberal arts education as a social institution: its history, institutional structure, social location, and cultural meaning. Particular attention to tensions between its economic and prestige dimensions. Ethnographic accounts and analyses of various aspects of student life, teaching, administration, admissions, and development.

Prerequisite: Any Anthropology course, or Sociology 211, or consent of instructor. Offered: Spring.

ANTHR 328 - Globalization and African Diaspora in Europe (1)

Europe is a contested site of identity, citizenship and belonging where postcolonial populations have become increasingly visible. Focusing on the lives people of African descent and the border between Europe and Africa, explores globalization in contemporary Europe while examining such issues as economic and political restructuring, border politics, colonial legacies, national and ‘hybrid’ identity, transnationalism, the meaning of ‘home’, humanitarianism and refugees, European immigration policies and detention spaces, and the politics of fear.

Crosslisted as: AFRST-328. Offered: Spring.

ANTHR 329 - Globalization and Education (1)

Chenyu Wang

While human communities have always been connected to one another in important ways, recent history has seen a quickening of transportation and communication, increasing the circulation of people, objects, and forms across significant distances. What are the effects of such circulation, for whom, and in what geographies? How does such circulation shaped education around the world? We will examine several "problem-spaces" relevant to the study of education, such as globalization and race, immigration, global testing and assessment regimes, education and human rights, etc. (Same as ANTHR 329).

Prerequisite: EDUC-102 or consent of instructor. Crosslisted as: EDUC-329. Offered: Spring.

ANTHR 332 - Citizenship in the Global World (1)

Dannah Dennis

What does it mean to be a citizen? How does citizenship relate to other categories of shared identity and belonging, such as family, nation, ethnicity, race, and place? In a world increasingly characterized by various forms of transnational mobility, what are the consequences of and for citizenship? In this course, we will interrogate major theoretical models of citizenship from across the social sciences and consider the political and social implications of these models in a range of real-world contexts.

Prerequisite: Course in anthropology or consent of instructor. Offered: Spring.

ANTHR 339 - Brown v. What: Race and Education in the U.S. (1)

Chenyu Wang

When it comes to American schools and universities, race is everywhere. Schools are sites where many students learn what race is. This seminar examines how education is used to make the racial "other," and how educators and activists

use education politically for equality and social justice. The course will also examine how contemporary educational practices continue to make and remake racial categories in the context of formal and non-formal education.

Prerequisite: EDUC-102, ANTHR-113, or consent of instructor. Crosslisted as: EDUC-339. Offered: Spring.

ANTHR 345 - Reading Seminar on Education Policy

Chenyu Wang

This course interrogates the concept of "policy" and examines how it works, as a sociocultural category, a political technology, and an instrument of governance. We pay particular attention to education policymaking (locally, nationally, and globally), as education—both within and beyond the classroom—is a central site where policies reproduce inequality and exclusion and potentiate new forms of subjectivity and efforts for justice.

Prerequisite: EDUC 202 or permission of instructor. Crosslisted as: EDUC-345.

ANTHR 347 - Visual and Media Anthropology (1)

Shankar, Arjun

This class looks at the social and cultural life of the media by taking seriously anthropological discussions of visuality, imagemaking, and representations of the "Other". We will focus on ideas and debates regarding media production, circulation, and consumption, paying special attention to both the visual regimes that delimit what kinds of images/films accrue value globally and how populations that are on the margins participate in, trope on, and resist stereotypic renderings of who they are in the world.

Prerequisite: Anthropology course or consent of instructor. Offered: Spring.

ANTHR 358 - History of Anthropological Ideas (1)

Goodale and LaDousa

A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis.

Prerequisite: 106, 113, 114, 115, 126 or 127. Offered: Fall.

ANTHR 370 - Sociolinguistics of Globalization (1)

Chaise LaDousa

Explores the relationship between language variation and change, on the one hand, and the movement of sound and image in the wake of social and political economic processes variously identified as globalization, on the other hand. Of special concern are the ways in which processes of globalization are mediated by institutional and national forms.

Prerequisite: One course in anthropology or by instructor approval. Offered: Spring.

ANTHR 375 - Ethnographic Methods

Mariam Durrani

Introduces students to ethnographic research methods through a combination of reading, discussion, and fieldwork practice. Students will learn how ethnographers design research projects, undertake participant observation in their chosen field sites (including online), write fieldnotes, prepare and conduct interviews, collect and analyze artifacts, use visual and audio tools to experiment with multimodality, and work with archives, both historic and contemporary. Students will conduct a series of fieldwork exercises that culminate in a research proposal. Class discussions will focus on ethical and political questions about engaged field research, including issues of responsibility, accountability, transparency, and commitment as well as dilemmas that arise due to gender, race, class, etc.

Prerequisite: ANTH 113 or consent of instructor.

ANTHR 412 - Food Justice in the Mohawk Valley

Julie Starr

Students will grapple with the inherent tension between the fact that there are people who live in the area that don't have enough to eat and the way that all attempts to mitigate social problems are inevitably informed by certain kinds of cultural/economic/political conceptual frameworks that often remain unexamined and/or invisible. As we work our way through the course readings, the students will be asked to pair up with a local organization that is working to alleviate food-related problems in the area. As they work *with* the organizations, the students will be tasked with examining the successes of, and the difficulties faced by, the institutions, including the ways that people complicate any implementation of a solution.

Prerequisite: ANTHR-113 or by permission of instructor.

ANTHR 500 - Senior Seminar in Cultural Anthropology (1)

department

The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis.

Offered: Fall.

ANTHR 501 - Senior Thesis Project in Cultural Anthropology (1)

department

The research process as it relates to the fulfillment of the senior project, including the revision of the draft created during the senior seminar and extension of cultural analysis. Honors in the concentration partly depends on an A- or higher in the course.

Offered: Spring.

ARABC-Arabic

ARABC 110 - Modern Arabic Fiction and Film: An Introduction (1.00)

Rama Alhabian

The course is a survey of modern Arabic narrative fiction and film by well-known authors and filmmakers from countries in Middle East, including, but not limited to, Egypt, Lebanon, Saudi Arabia, Iraq, Oman, Libya, Morocco and spanning the late 19th through early 21st centuries. Students learn about the Arabic-speaking people through their cultural, social, economic, and political struggles in the modern period, and explore questions relating to how they define themselves in a highly globalized world.

Offered: Fall.

ARABC 115 - First Term Arabic (1)

Koukjian

Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities.

Offered: Fall.

ARABC 116 - Second Term Arabic (1)

Koukjian

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities.

Prerequisite: Arabic 115 or placement. Offered: Spring.

ARABC 215 - Third Term Arabic (1)

Koukjian

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources.

Prerequisite: Arabic 115 and 116 or placement. Offered: Fall.

ARABC 216 - Fourth Term Arabic (1)

Koukjian

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Short readings from authentic sources.

Prerequisite: Arabic 115, 116 and 215 or placement. Offered: Spring.

ARABC 231 - Societies of the Middle East (1)

Koukjian

A survey of the cultural patterns and social institutions of the modern Middle East. Examines religious and ethnic diversity, civil society, family structure and gender politics, water and food security, and the impacts of globalization on the Middle East. No knowledge of Arabic required.

Offered: Spring.

ARABC 281 - Islands: Poetics of the Insular in World Literature

From idealized innocence to fear of the unknown, and through double meanings of isolation and connection, this course focuses on islands in world literatures. Through writings that span the medieval, early modern and modern periods, the course uncovers complex meanings associated with islands and insularities. Focusing on the interplay between geography and imagination in literature, it raises questions about knowledge and uncertainty, spirituality and encounter, identity and difference, and empire and the nation, as well as conflicts between land and water, selfhood and otherness. Works include (but are not limited to) Huxley's *Island*, Sinbad's *Voyages*, Gurnah's *Gravel*

Heart, Ibn Tufayl's *Hayy ibn Yaqzan.*

Prerequisite: Preference to students who had taken at least one WI course in the humanities--not a requirement though. Crosslisted as: LIT-281 MEIWS-281.

ARABC 298 - Advanced Language and Culture (0.25)

Department

1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit.

Offered: Fall, Spring.

ARABC 315 - Advanced Arabic (1)

Mireille Koukjian

Advanced Arabic is a course designed for students who have completed four semesters of Arabic. The course will help students move from Intermediate Middle level to Advanced. Students will focus on acquiring more vocabulary and more knowledge of the fundamental grammatical and morphological structures of the language. They will also learn about the literary traditions of the Arab World through readings of abridged literary works. The instructor will select the literary work and prepare all the material used for the class.

Prerequisite: Four semesters of Arabic or consent of Instructor. Offered: Fall.

ARABC 316 - Advanced Arabic II (1)

Mireille Koukjian

Advanced Arabic II is a course destined to students who have completed Arabic 315 or above. The course is conducted exclusively in Arabic twice a week, the third day is being used for grammar instruction and questions. The class meets MWF and will continue with the 8 theme-based units covering topics such as Arab minorities; education; religion; love and marriage; the Arab woman; economics; politics; military matters; and the environment. The course will help students attain an advanced level in interpersonal, presentational, and interpretive communications skills.

Prerequisite: Arabic 315 or equivalent. Offered: Spring.

ARCH-Archaeology

ARCH 106 - Principles of Archaeology (1)

Department

An introduction to the fundamentals of archaeology, with emphasis on human biological and cultural records. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class with lab exercises embedded within that time. Occasionally two sections of this course are offered.

Offered: Fall, Spring.

ARCH 110 - Archaeology of Hamilton's Founding (1)

Nathan Goodale

As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus, several field trips to local historical societies and use of College archives.

Offered: Fall.

ARCH 216 - Everyday Archaeology: Daily life in the past and present (1)

Carpenter, Lacey

The activities and experiences that make up our routines often seem mundane and even insignificant. However, choices we make and strategies we develop through the course of our daily lives are connected with larger systems and structures that make up our societies. This class explores how daily life has been integral to episodes of sociopolitical change in the ancient and more recent past. We will explore global case studies from archaeological studies of daily life in the past and present including the first villages, early urbanism, and historic plantations, and contemporary houses.

Offered: Spring.

ARCH 218 - Resilience and Collapse: Archaeological Perspectives on People and the Environment

Hannah Lau

Archaeology offers the opportunity to examine social-ecological systems over long time scales. This course explores different ways of conceptualizing these systems and considers major topics such as: decreasing biodiversity, traditional ecological knowledge, human-environment interactions related to food production, social responses to natural disasters and climate change, and resilience and collapse of past societies. We'll engage with discussions on sustainability and our ecological impact on the environment.

Prerequisite: 106 or consent of instructor. Crosslisted as: ENVST-218.

ARCH 220 - Ancient Mesoamerica (1)

Lacey Carpenter

This course examines the development of complex societies, including the Aztec and Maya, in ancient Mesoamerica. We will trace the development of these civilizations, from early hunter-gatherer societies, to the first cities of the New World, through the rise of the Empires that clashed with invading European colonists. The class emphasizes the role of indigenous peoples and their history in shaping contemporary Mesoamerica.

Offered: Fall.

ARCH 226 - Persistent Questions of the Past

Quinn

Archaeologists have an opportunity, even a responsibility, to address topics such as political change, food security, climate change, economic inequality, and societal collapse and resiliency. Paired with the Winslow Series in Archaeology, this course addresses a persistent question of the study of the past, such as how people created large-scale social change and how humans have responded to climate change. The topic for each semester is based on the theme of the Winslow Series. Students will engage with professional archaeologists and produce a public-facing output based on their research.

Prerequisite: Archaeology 106, or consent of instructor. Offered: Spring.

ARCH 229 - Archaeology of Death (1)

Quinn, Colin

While death is a human universal, the ways societies deal with death, bodies, and burial vary greatly. This course explores mortuary practices through the archaeological record and what they can tell us about ritual, social, economic, and ideological institutions in the past.

Prerequisite: Arch 106 or consent of instructor. Offered: Spring.

ARCH 243 - North American Prehistory (1)

The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies.

Prerequisite: 106 or consent of instructor. Offered: Spring.

ARCH 245 - Human Ancestors (1)

Quinn

This course examines the evolution of humans from a biocultural perspective. We will investigate the evidence of human evolution, learn how inferences about biomechanics and behavior are drawn from skeletal material, critically examine the challenges of an incomplete material record, and explore issues such as the nature of biological species, human uniqueness, race and biological diversity, migration, and the relationship between humans and our environment.

Prerequisite: One course in Archaeology, Anthropology, Biology, or Geoscience, or consent of instructor. Offered: Spring.

ARCH 246 - Archaeological Methods in Iconography (1)

Lacey Carpenter

In this course, we will examine how archaeologists approach artwork, writing, and other symbolic representations. We will use the methods and concepts developed by archaeologists and other scholars to build a set of tools and operating principles for the study of iconographic systems. We will explore case studies from all over the world and work with an original data set from Oaxaca, Mexico.

Prerequisite: Archaeology 106, Anthropology 113, or consent of instructor. Offered: Spring.

ARCH 249 - Archaeology of Migration (1)

Quinn

Human beings are a species in motion, and migration has defined our interactions with each other and the natural

world. This course explores the social, organizational, and environmental consequences of migration in the past. Highlights the roles that migration has played in transformative changes in social, economic, and political organization in the human past. Examines the material consequences of migration using artifactual and human molecular evidence. Also explores the interplay between humans and the environment as people moved into previously unoccupied landscapes.

Prerequisite: Archaeology 106, or consent of instructor. Offered: Spring.

ARCH 250 - Hunter-Gatherers (1)

Goodale

Humans lived as hunter-gatherers for 99% of our evolutionary past. Today, just a small fraction of the world's population lives as hunter-gatherers and that number is rapidly decreasing due to modernization. Anthropologists and archaeologists are interested in studying the adaptive range of modern hunter-gatherers in order to help interpret the archaeological record. Explores the ethnographic and archaeological study of hunting and gathering with a focus on analogy and inference developed in ethnoarchaeology and behavioral ecology.

Prerequisite: 106 or consent of instructor. Offered: Fall.

ARCH 251 - The Archaeology of Hamilton's Founding (1)

Carpenter

As an archaeological canvas, Hamilton College provides oral tradition and integrates historical documents. Its archaeological record on the lands it occupies within Northeastern North America can be peeled back in layers, focusing on both prehistoric and historic components from the first peoples in the area, the influence of Samuel Kirkland, and changes in the College over its history. Includes excavation of an archaeological site on the campus, several field trips to local historical societies and use of College archives.

Prerequisite: 106. Offered: Spring.

ARCH 252 - The Archaeology of Food

Hannah Lau

Food is both a biological necessity and a social necessity. Sharing food builds and maintains social relationships, expresses identity, and is often a component of ritual practice. This course uses archaeological methods to study food in the distant and recent past, from the relationship between food and the evolution of our hominin ancestors to contemporary foodways. We'll address major themes in anthropological research on food including: food and human evolution; food acquisition among hunter-gatherer-fisher communities; the inception and spread of agriculture; feasting; and food and identity.

Prerequisite: ARCH 106 or consent of instructor.

ARCH 281 - Archaeology Field Course I (1)

Goodale and Quinn

A three- to four-week introduction to archaeological field techniques, including excavation, survey and mapping. Conducted in conjunction with field research programs of faculty.

Prerequisite: 106 or consent of instructor. Offered: Summer.

ARCH 282 - Archaeology Field Course II (1)

Goodale and Quinn

A three- to four-week session building on training in archaeological field techniques received in Archaeology 281. Conducted in conjunction with field research programs of faculty

Prerequisite: 281. Offered: Summer.

ARCH 325 - Analytic Methods in Archaeology (1)

Quinn

A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory.

Prerequisite: 106. Crosslisted as: GEARC-325. Offered: Fall.

ARCH 334 - Method and Theory in Archaeology (1)

Goodale

An examination of the historical development of modern methodological and theoretical approaches and problems in American archaeology. Space-time frameworks, typology, form and function, research design, evolutionary, ecological and behavioral theory.

Prerequisite: 106. Offered: Spring.

ARCH 380 - Geographic Information Systems (1)

Nathan Goodale

Concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geospatial problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS software.

Offered: Spring.

ARCH 510 - Senior Seminar in Archaeology (1)

department

Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project.

Offered: Fall.

ARCH 511 - Senior Thesis Project in Archaeology (1)

Department.

Continuation of participation in Archaeology 551 with revision and expansion of the senior thesis. Honors in the concentration is partly dependent on an A- or better in the course.

Offered: Spring.

ART-Art

ART 103 - Performance, Ritual and Technology (1)

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: DARTS-103, MUSIC-103, THETR-103.
Offered: Fall.

ART 104 - Introduction to Drawing (1)

Brener or Salzillo

This course will introduce drawing as both a tool for generating ideas, and as an art form in itself. Classes will feature experiments designed to spark and sustain creative impulses, as well as more traditional drawing exercises to train the eye and hand. This will be a multidisciplinary approach, focusing less on perfecting a craft than on building communication skills through visual language. Through discussion and critique, students will develop critical skills and learn how to convey their concepts with simple mark-making.

Offered: Fall, Spring.

ART 105 - Design (1)

Muirhead or Salzillo

Introduction to the visual language in two dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress.

Offered: Fall.

ART 106 - Introduction to Ceramics (1)

Murtaugh

Handbuilding techniques will be employed to explore the sculptural possibilities of clay. A developed visual and conceptual vocabulary will accompany the technical aspects of ceramics through studio practice and class critique.

Offered: Fall, Spring.

ART 107 - Art and the Environment (1)

Three-dimensional explorations will focus and reflect upon our relationship with the natural and constructed world. Emphasis on process and the language of materials will direct form, meaning, and the context of objects and installations created. A developed visual and conceptual vocabulary will accompany studio practice and class critique. Not open to seniors. Maximum enrollment, 12. Murtaugh.

Offered: Fall, Spring.

ART 109 - Introduction to Sculpture (1)

Murtaugh and Brener

109 Introduction to Sculpture This course will provide extensive opportunities to develop observational, conceptual and technical skills in sculpture. Basic woodworking, assemblage, casting, carving and

installation methods will be covered, while examining the unique demands and benefits of working in three-dimensions. Through lectures, discussions and critiques, students will delve deeply into what it means to make sculpture in the 21st century.

Offered: Fall, Spring.

ART 113 - Introduction to Media: Integrated Media and Emerging Practices

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: MUSIC-113 DARTS-113.

ART 115 - Intro to Digital Photography

Robert Knight

Introduction to fine art photography using digital SLR cameras and/or smartphones. Focus on the technical, aesthetic and critical concerns of digital photography, using industry standard software and printers. Expressive use of the medium and development of a portfolio. Not open to seniors. Maximum enrollment, 12.

Offered: Fall, Spring.

ART 116 - Introduction to Photography (1)

Knight

Fundamentals of photography through the use of both analog and digital SLR cameras, black and white darkroom techniques, film scanning and digital printing. Emphasis on development of technical and aesthetic skills, and the potential of the medium as a tool for artistic expression. Cameras will be provided by the College.

Offered: Fall, Spring.

ART 160 - Figure Drawing (1)

Kuharic

Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture.

Offered: Fall, Spring.

ART 203 - Introduction to Painting (1)

Salzillo

Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape.

Offered: Fall.

ART 205 - Introduction to Media: Integrated Media and Emerging Practices (1)

Anna Huff

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: DARTS-205, MUSIC-205. Offered: Fall, Spring.

ART 213 - Introduction to Video (1)

Gant

Introduction to fundamentals of craft and study of experimental video. Emphasis on developing ideas and conveying meaning through video art, working outside commercial traditions.

Offered: Fall, Spring.

ART 221 - Introduction to Animation (1)

Ella Gant

An introduction to the history, tools and language of basic animation styles. This course will trace the history of experiments in animated imagery from 19th Century photography through 20th Century film into 21st Century digital works. The class will cover basic techniques in Photoshop, Adobe Premier, and illustration and animation software interfaces.

Offered: Fall, Spring.

ART 233 - Introduction to Printmaking (1)

Salzillo

Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety.

Offered: Fall.

ART 235 - Intaglio Printmaking (1)

Salzillo

Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May repeat for credit at increasingly advanced levels.

Offered: Fall, Spring.

ART 237 - Figure Painting (1)

Kuharic

This course develops basic paint handling, visual syntax, and conceptual abilities pertaining to the figure in space. Students will examine historical and contemporary methods, including non-western and abstract approaches. Students will gain an appreciation of the physicality, emotional touchstones, and communicative power of paint.

Prerequisite: 104 or 160. Offered: Spring.

ART 240 - Performance, Ritual and Technology

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: DARTS-240, MUSIC-240, THETR-240. Offered: Fall.

ART 248 - Advanced Drawing (1)

Study of advanced elements in imaginative and representational drawing with emphasis on color and mixed media.

Prerequisite: Art 104 or Art 160. Offered: Fall.

ART 301 - Advanced Photography: Digital Projects (1)

Robert Knight

Advanced investigation and study of the creative tools of digital photography. Emphasis on the use of the computer as a parallel tool to traditional photographic processes, including advanced Photoshop techniques, digital collage, and mural printing. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. Normally offered every 3rd year.

Prerequisite: 116.

ART 302 - Advanced Photography: Analog Techniques (1)

Knight

Advanced investigation and study of the creative tools of black-and-white photography through the use of analog film cameras. Emphasis on medium and large format cameras, studio techniques and darkroom printing. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. Normally offered every 3rd year.

Prerequisite: 116. Offered: Spring.

ART 303 - Advanced Photography: Alternative Processes (1)

Robert Knight

Advanced study of photography through the investigation of alternative processes. Emphasis on the use of various historic and non-traditional processes, including photograms, pinhole cameras, cyanotype printing, and polaroid transfers, as well as emerging digital techniques including digital negatives and solarplate photogravure printing. Continued exploration of personal vision. Normally offered every 3rd year.

Prerequisite: 116. Offered: Spring.

ART 304 - Advanced Painting (1)

Kuharic

Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic.May

repeat for credit at increasingly advanced levels with permission of the professor.

Prerequisite: 203. Offered: Fall.

ART 305 - Advanced Painting: Figuration

Kuharic

This course develops basic paint handling, visual syntax, and conceptual abilities pertaining to the figure in space. Students will examine historical and contemporary methods. Students will gain an appreciation of the physicality, emotional touchstones, and communicative power of paint. Students will explore varied genres within representation. including contemporary portraiture, history painting, the nude, and self portraiture.

Prerequisite: 104 or 160.

ART 307 - Advanced Three Dimensional and Material Studies (1)

Murtaugh

Advanced study of materials such as clay, wood, plaster, steel, and plastic utilizing processes such as moulding, casting, fabrication, carving and construction. May repeat for credit at increasingly advanced levels with permission of the professor.

Prerequisite: 106 or 109. Offered: Spring.

ART 313 - Advanced Video (1)

Gant.

Advanced investigation and study of experimental video production. Exploration of personal vision combined with emphasis on social and cultural contexts for video. May repeat for credit at increasingly advanced levels with permission of the professor.

Prerequisite: 213. Offered: Fall.

ART 319 - TV CLUB: media collectives, live streaming, performance and video

Mercovich, A

This advanced Digital Media class will take place between the Digital Arts Lab, and the Photo/Video studio. The focus will be on live mediated performance broadcasts, and will address histories of public access television, broadcast media, media collectives, social and activist video art, and social implications of a recent return back to livestreaming via the internet. Additional topics covered will include digital and analog tools for live video processing, interactivity and studio audiences, serial TV and internet show formats, green screen techniques, and narrative strategies that utilize the integration of bodies, music, props and media in real time. The course will include weekly internet live streams of student work to the Hamilton community and beyond.

Prerequisite: Any DARTS 100 or 200 level course. Crosslisted as: DARTS-319 THETR-319.

ART 370 - Special Topics in Photography: Curating the Archive (1)

Robert Knight

Exploration of the process and theory of museum exhibition curating, taught in conjunction with the preparation of an exhibition in the Wellin Museum. Emphasis on the history of photography and the role of western art institutions in the appropriation and repurposing of archival imagery. Studio-based artistic response required based on materials presented. Students will work collaboratively on exhibition materials, including image selection and layout, catalog and wall text production, and multimedia materials such as podcasts.

Prerequisite: Art 113 or 115 or 116 or permission of the instructor. Offered: Fall.

ART 377 - Digital Arts Workshop

Gant

Emphasis on collaborative work among digital arts and video students in the creation of visual/sound works. Projects will include fixed media works, installations, and performance art pieces.

Prerequisite: ART 213 or ART 221 or MUS 277.

ART 380 - Junior Seminar (1)

Rebecca Murtaugh

Addresses major themes in art criticism and studio practice from 1970 to the present. Students will reflect on these themes through the production of multi media studio projects, classroom discussion, critique, readings, written assignments, field trips, and oral presentation. Prepares art concentrators for independent senior level work through the integration of previous coursework across our curriculum and an evolution of each student’s conceptual development.

Prerequisite: One 300-level Studio Art Course; open only to Junior Art Concentrators. Offered: Spring.

ART 501 - Senior Project I (1)

The Department

A required one semester course for senior concentrators. To be followed by 502S upon successful completion and approval of the senior project advisor.

ART 502 - Senior Project II (1)

The Department

A required one-semester course for senior concentrators working toward honors and the senior exhibition.

Prerequisite: 501F and permission of the senior project advisor. Offered: Spring.

ARTH-Art History

ARTH 100 - A World of Art (History)

Menon and Tillery

This course is an introduction to the pre-modern visual cultures of the world. We will focus on themes of identity, mobility, sacrality, and embodiment throughout different historical periods and across cultures. Exploration of these themes will reveal how images, objects, and monuments were made, experienced, and used in relation to social, political, and religious beliefs. Students will also gain a basic understanding of visual vocabulary and literacy.

ARTH 101 - Introduction to Art History

Jarosi

Introduction to Art History pursues three objectives: 1) to provide a historical and contextual understanding of the production, reception, and circulation of art since 1450; 2) to introduce students to the discipline of art history and the various methods and approaches that scholars use to interrogate the significance of works of art; and 3) to begin to develop students' visual literacy so they may navigate their own visual environment from a critically informed perspective.

ARTH 108 - The Divine Body: Sculpture in South and Southeast Asia

Menon

This class involves the study of the formless divine and the corporeal nature of the body in South and Southeast Asian art. We will examine representations of the Buddha, the Jina, gods and goddesses, queens and kings, and an array of apotropaic motifs in sacred art and architecture from India, Sri Lanka, Cambodia, and Indonesia. Case studies are chosen from a period spanning over two thousand years, beginning with the third century BCE and ending with portrayals of the divine in contemporary art.

Crosslisted as: ASNST-108.

ARTH 110 - Ways of Seeing: Vision, Technology, Media

Bair

This course provides students with a historical and theoretical foundation for understanding how contemporary visual media informs, persuades, and shapes our experience. Our starting points will often be the types of images that surround us today: social media news feeds and advertisements, infographics, selfies, stock photos, and CAPTCHA tests. Students will engage with foundational texts in visual and media studies and develop tools to critically analyze, discuss, and write about the images that come to us through physical and virtual networks.

Crosslisted as: CNMS-110, DARTS-110.

ARTH 120 - Introduction to the History and Theory of Film (1)

MacDonald

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience.

Crosslisted as: CNMS-120, LIT-120. Offered: Fall.

ARTH 125 - Sacred Art of South Asia

Menon

An introduction to the sacred art and architecture of South Asia. We will examine the development of aniconic and iconic representations of the divine, the emergence and evolution of sacred architecture, and continuities and transformations in art and in architectural style, spanning two millennia and across religions. Students will gain an understanding of the historical patronage, artistic agency, and diverse material expression of religion throughout the region.

Offered: Spring.

ARTH 130 - Introduction to Visual Studies (1)

James Bloom

Our world is saturated by images, from the screens that surround us to retinal projection, yet most of us struggle to interpret what we see. We are immersed in visual technologies that shape our behavior, from computer games to AR, yet few of us know how such technologies are created. The course introduces students to a critical examination of images both by tracing current visual technologies to their historical origins and by working with emerging technologies to produce such applied examples as: logo design, digital mapping, and 3-D modeling within the context of a Digital Studio component.

Crosslisted as: CNMS-130. Offered: Fall, Spring.

ARTH 147 - ''Art into Industry'': German Bauhaus 1919-1933 (1)

Schweiger

Investigation of the Bauhaus from its origins in WWI to its 1933 shutdown by the Nazis. Examination of the relationship between art and technology, along with the social and political implications of modern design. Topics include the Bauhaus' interdisciplinary and experimental approach, its position within larger intellectual debates of early twentieth-century Germany, and its impact on modern art and design across the world.

Crosslisted as: GERMN-147. Offered: Fall.

ARTH 152 - Intersections in Global Art

Tillery

In this course we will look closely at 25 objects (roughly one per day) that embody significant intersections among different cultures and/or periods. The objects range from medieval textiles to contemporary mixed-media assemblages. We will be learning about how to look at works of art and how to effectively express our thoughts about them in spoken and written words. Several in-class sessions will be at the Wellin Museum and Burke Special Collections to guide our object-based study. (Writing-intensive.) (Proseminar). Open to first- and second-year students only. Maximum enrollment, 16. Tillery.

ARTH 153 - Architecture and Politics (1)

Lo

An introduction to the study of architecture and the ways in which it creates, reinforces, or disrupts political, socioeconomic, and religious hierarchies. Topics include nationalism, colonialism, destruction, exclusion, and discipline. Major assignments in this speaking-intensive seminar include substantial case study presentations, campus architecture tour, and a willingness to engage in mock-debates on controversial issues.

Offered: Fall.

ARTH 156 - Architecture in History (1)

Lo

This introductory course is both a survey and a thematic approach to learning about the built environment from prehistory to the 18th century. Students will gain historical and contextual understanding of architecture and urbanism, theories and historiographical approaches to the study of the built environment, and develop visual literacy of formal and aesthetic expressions. Emphasis is on global exchange and connections across time and geography.

Offered: Fall.

ARTH 160 - Photography Changes Everything

Bair

An interdisciplinary survey of the history of photography from its invention in the 19th century to the present day. We will explore photography not only as an art form, but as a medium that shapes knowledge, affects social relations, and influences visual culture at large. Students will learn about the technologies and social practices that have made photography ubiquitous, working with a range of photographic objects firsthand. Topics include family and vernacular photography; imperial photo albums; ethnographic portraits; photojournalism and the paparazzi; crime, war and surveillance photographs; advertising and fashion; digital filters; and the digital photograph as data.

Crosslisted as: DARTS-160.

ARTH 201 - Artifact, Testament, and Monument: Asian Art Histories

Menon

An introduction to the rich art histories of Asia from the prehistoric period to the present, with an emphasis on the arts of China, Japan, Korea, India, Sri Lanka, Cambodia, and Indonesia. With the study of select objects, paintings, sculptures, monuments, and associated social, religious, and political milieus, students will be introduced to major styles and traditions in the history of art across Asia and

will engage with critical themes in the interpretation of Asian art histories.

Crosslisted as: ASNST-201.

ARTH 205 - Visual Culture of the Medieval World

Tillery

This course surveys the art and architecture of Europe during the Middle Ages from ca. 500-1400. We will focus on key artworks and monuments made and built in Europe from the Visigoths and Vikings to the Valois court, as well as examine cross-cultural interactions across religious and political boundaries in medieval Africa, the Arctic, and the Mediterranean. Students will develop an awareness of the production, function, and social context of medieval visual culture through the close study of architecture, manuscript, metalwork, mosaic, painting, sculpture, and textile. Despite our historical distance from the Middle Ages, we will also consider how medieval imagery remains relevant to our current visual world.

Crosslisted as: MDRST-205.

ARTH 207 - Documentary Photography & Digital Media

Bair

A course for students interested in working with digital collections of photographs and learning digital research methods. A critical examination of how photographers have tried to shed light on social injustices and promote systemic change from the 19th century to the present day. We will unpack the ethics, aesthetics and uses of documentary images, looking at the relationship of governments, the press, the police, archives, and museums to photography. We will ask how the practice of representation intersects with biases and power dynamics around class, race, ethnicity, gender, nationality, and sexuality.

Crosslisted as: DARTS-207.

ARTH 219 - Painting in South Asia

Menon

This course explores the history of painting in South Asia from prehistory to the present. We will examine a range of painting traditions, including the murals of rock-cut Buddhist shelters and Hindu temples, narrative paintings in sacred texts, the art of storytelling in miniature manuscripts and royal court painting, and painting in the colonial and postcolonial periods. Students will learn to identify, analyze, and historically situate paintings from diverse regions, and of styles, schools, and spaces, both secular and sacred.

Crosslisted as: ASNST-219.

ARTH 221 - Sites of Divine Encounter

Sarah Griffis

How did Christians, Jews, and others in antiquity imagine God/gods were active in their lives? What is the relationship between space and this divine-human encounter? This site-based class will consider these questions through attention to ancient texts and material culture, studying divine-human interaction at sites where it was thought to occur and the practices that facilitated it. We will explore, for example, a sacred tree in Athens, healing sanctuaries in Asia Minor, ancient city acropoleis, the earliest Christian churches, and underground temples to chthonic gods.

Crosslisted as: CLASC-221, RELST-221. Offered: Spring.

ARTH 223 - City Senses: Urbanism Beyond Visual Spectacle

Lo

Architecture and urbanism provide multisensory experiences of space that don’t necessarily privilege visual perception. This course explores alternative approaches to design and an understanding of the built environment through explorations of all the senses. We will read philosophical ideologies from different disciplines and the history and historiography of the senses across time and place. Through the identification of non-visual sensory markers (e.g. sounds of bells, smells of food, feelings of light and shade) found on campus, we will create a digital exhibition of interactive maps.

ARTH 225 - Mass Media and the Jewish Experience

Bair

Jews’ relationship to mass media has long been stereotyped and misunderstood. This course raises questions about race, ethnicity, and modern media by exploring the intersecting developments in mass media – including publishing, photography, film, and television – with Jewish history in Europe and the United States. How and why did media industries offer Jews social mobility? How do different media enable assimilation, passing, or stereotyping? How and when have Jews used visual media to assert their identity, including by aligning with other minorities and outsiders? Topics include print culture in

Eastern Europe; the Yiddish avant-garde; Jewish Hollywood; Zionist aesthetics; photojournalism and the Holocaust; and Jewish photographers in the Civil Rights Movement.

Crosslisted as: CNMS-225,RELST-225.

ARTH 231 - Art & Feminism

Jarosi

This course examines the ways feminist ideas have challenged us to re-think art & art history, both past & present, particularly with respect to feminism's mandate to consider race, class, sexuality, and other aspects of social location alongside the interrogation of gender. Thematic concerns include the institutions & structural conditions within which marginalized artists have worked and continue to work; the challenges of representation & self-representation that black/queer/female artists encounter; and the innovative forms of feminist art & activism that have shaped culture more broadly

Crosslisted as: WMGST-231.

ARTH 233 - Fantastic Beasts and the Indian Ocean World

Menon

Premodern illustrations of the Indian Ocean World archive the vivid imaginings of early artists and unregulated mapmakers. We will examine how the vastness of the Indian Ocean and the enigma of life on faraway shores manifested in maps and illustrations. In addition to representations of the toothy fish, dragons, and beaked monsters of the seas, we will study the portrayal of otherness in visual narratives of the Indian Ocean World. We will also discuss the role of religion in the creation of these images, and consider the significance of their perception, reception, and circulation.

ARTH 235 - Artists' Writings

Jarosi

Why do visual artists write? What purposes do their writings serve? The course considers these questions in both historical and current artistic contexts. Beginning with early twentieth-century manifestos and extending to artists' statements, correspondence, and interviews, it examines the vast literature in which artists have discussed their intentions and values and have elaborated, theorized, and contextualized their own work. It also considers language-based conceptual art, where text is presented as the "art object," and experimental forms of artists' writings that resist categorization.

ARTH 236 - The Visual Culture of Modernity

Nadya Bair

This course explores modernity as a revolution in vision and representation. Students will learn about a range of visual media and experiences that emerged between 1850 and 1930, including photography, posters, panoramas, electric lighting, world fairs, and cinema. We will also consider the evolution of painting in light of the larger political, economic, and technological changes of modernity. Our focus will be on Europe and North America in a global context, particularly as we consider how the international circulation of ideas and people resulted in uniquely modern ways of understanding and visualizing the world.

Crosslisted as: CNMS-236 HIST 236.

ARTH 237 - The Visual Culture of Modernity at War

Nadya Bair

An examination of art and media from the rise of fascism in the 1920s and the outbreak of World War II in 1939 to postwar reconstruction and the entrenchment of the Cold War in the 1950s. We will study a range of visual material – including film, newsreels, photographs, paintings, illustrations, and comics – not simply as representations of war, but as the cultural fronts on which an unprecedented global conflict unfolded. Students will learn about the evolution of artistic practice and popular culture in Allied and Axis nations, and consider how visual media worked as propaganda, news, and entertainment.

Crosslisted as: CNMS-237 HIST-237.

ARTH 238 - Installation Art

Jarosi

What, exactly, defines installation art? This course investigates the historical, cultural, and disciplinary circumstances through which what we now call "installation art" came to be one of the defining media of late-twentieth and twenty-first century artistic production.

ARTH 245 - Arts of India

Arathi Menon

This course is a broad introductory survey to the art and architecture of the Indian subcontinent. We will begin our study with the material culture of the Indus Valley Civilization in the third millennium BCE and proceed

chronologically to the present day. We will examine religious and secular works of art and architecture, and the art histories of royal courts, colonial, postcolonial, and contemporary India.

ARTH 246 - Collecting India

Menon

This seminar examines the collection, use, interpretation, and display of India's history and material culture in American and European museums. Students will be introduced to the art historical and cultural significance of a wide variety of objects in museum collections and engage with the related issues of 'aesthetic colonialism', value, authenticity, and repatriation. Discussions will draw on a range of museum case studies, scholarship on the colonial imaginary and the politics of collecting practices, and current curatorial perspectives.

Crosslisted as: ASNST-246.

ARTH 266 - Art of the Islamic World (1)

The Department.

Begins with the emergence of Islam in the 7th century and continues to the present. Emphasis will be on how early Islamic art and architecture drew on Classical, Sassanian, and Byzantine forms; the development of Islamic art in response to the religion's spread into Asia, Africa, and Europe; comparisons of sacred and secular space; developments in art and architecture associated with various dynasties (Umayyad, Abbasid, Fatimid, Ottoman, and Mughal, among others); and perceptions of religious outsiders within Islamic culture as well as perceptions of Islam by religious outsiders

Offered: Fall.

ARTH 280 - Economic Histories of the Arts

Jarosi

Economic Histories of the Arts explores the implications of considering art through the lens of economic history. It shifts the focus to looking at art as a commodity, rather than the product of individual creative expression – as things that are bought and traded, sold and re-sold. The course pursues these topics both historically and thematically: examining modes of production; art markets and valuation; and the roles of artists, patrons, dealers, and collectors from the fifteenth century to the present.

ARTH 284 - Northern Renaissance Art

Tillery

This course explores the distinctive ways in which art was crafted and consumed in northern Europe during the age of Renaissance and Reformation. We will examine paintings and prints, propaganda and princely splendor, and carved altarpieces and ceremonial armor against the backdrop of both city and court, while considering issues of religious function, social use, and the economic history of the arts. The course also fosters a critical awareness of the methods of art history by drawing attention to scholarship on Northern art that has, in many ways, laid the foundations for modernity.

Crosslisted as: MDRST-284.

ARTH 287 - Art & Social Change

Jarosi

Art & Social Change explores the history of artistic production as political activism. From the early efforts of painters, sculptors, and photographers in the nineteenth century to more recent developments in experimental media, artists have offered not only social critique but also attempted direct political intervention. Whether addressed to issues of race, class, gender, globalization, or ecological precarity, this course grapples with art's ability to affect social change.

ARTH 290 - Facing Reality: A History of Documentary Cinema (1)

MacDonald

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary.

Crosslisted as: CNMS-290, LIT-290. Offered: Spring.

ARTH 291 - American Film Comedy: Classic and Modern (1)

MacDonald

An exploration and analysis of major contributions to the history of American film comedy, from its origins in slapstick to the flowering of silent physical comedy in the 1910s and 20s (performer/directors Charlie Chaplin, Buster Keaton, Harold Lloyd); to the sophisticated comedy that dominated the early decades of sound (directors Ernst

Lubitsch, George Cukor, Howard Hawks, Billy Wilder); to attempts in the 1960s and 70s to rethink comedy by commercial directors and independent filmmakers working "underground" (George Kuchar, John Waters); to recent work that has built on this tradition.

Crosslisted as: CNMS-291. Offered: Spring.

ARTH 292 - Modern Architecture

Lo

This course surveys architecture from late-nineteenth to mid-twentieth centuries. We will interrogate the idea of 'modernity' and its dissemination through analyses of global projects and their associated theoretical concepts. The emphasis will be on the impact of historical forces such as industrialization, colonialism, nationalism, capitalism, and globalization on aesthetic and formal developments. We will also address persistent concerns in architectural history: excessive focus on male designers and Western exemplars, the impact on race and gender, and the exploitation of the environment.

ARTH 295 - History of Performance Art

Jarosi

History of Performance Art investigates the international developments in performance art after 1950. It considers the experimental strategies and ideological aims of visual artists who used their bodies as the primary vehicle of expression, information, communication, and social change. Performance art has had the distinction of being the most censored art form, a highly significant social fact that draws attention to its particularly disruptive aesthetic codes and materials – emphasizing presentation over representation; human bodies over inanimate objects; and temporality over spatiality.

ARTH 296 - Global Contemporary Art

Jarosi

Global Contemporary Art surveys the expanding definitions, contexts, and forms of art in the late twentieth and early twenty-first centuries, paying particular attention to the significance of artistic agency, artists' writings, globalization, the art market, and political engagement and social transformation.

ARTH 301 - Avant Garde: Cinema as Theory and Critique (1)

MacDonald

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage.

Crosslisted as: CNMS-301, LIT-301. Offered: Fall.

ARTH 302 - Architecture and the Environment

Lo

This course examines architecture's historical relationship with the environment by engaging with broad Anthropocene questions. We will trace changing conceptions of "nature" through the study of the co-production of architecture and the environment, and the ways in which designers continually reconceive the human-nature relationship. Topics include colonial land management, materiality, infrastructure and resource extraction (eg. Erie Canal, dams, solar farms), waste, architecture of logistics (eg. Walmart and Amazon), eco-cities and sustainable urbanism, and landscapes of food production.

Crosslisted as: ENVST-302.

ARTH 303 - Architecture and Race

Lo

This course explores the intersections of race, racial theory, and architecture from the eighteenth century to the present. We will focus primarily on the construction of race in the material, discursive, and experiential aspects of the built environment by deconstructing the canon from within. Topics include racialized spatial practices such as designing, zoning, extracting, occupying, and memorializing. Students will connect theory and history to present-day social problems through a digital final project that analyzes the relationship between architecture and race in the Utica area.

Offered: Spring.

ARTH 314 - Digital Approaches to Print Media

Bair

How can digital tools help us understand print visual culture? This research lab-style seminar integrates humanistic inquiry with a collaborative research and

project design process integral to STEM fields. Students will read cutting edge work on illustrated magazines including *Life, Vogue,* and *National Geographic* and explore digital humanities projects that offer new ways to explore histories of print media. Students will learn about the possibilities and limits of digital tools such as mapping, network visualizations, and text mining, and design their own projects utilizing digitized collections of illustrated magazines.

Prerequisite: A 200-level course in Art History, History, or Cinema & Media Studies, or permission of the instructor. Crosslisted as: DARTS-314 CNMS-314.

ARTH 316 - African Americans in American Cinema (1.00)

Scott MacDonald

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's Birth of a Nation; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's Native Son as novel and films; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; Daughters of the Dust; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars.

Crosslisted as: CNMS-316.

ARTH 320 - Race and Racism in the Middle Ages

Tillery

How can we learn from the pre-modern past to make sense of our current world? This writing-intensive course critically studies the structures and operations of exclusion in the Middle Ages through art and visual culture. Students will develop awareness of the historical instances of discrimination based on race, ethnicity, sexuality, gender, and beliefs in the medieval world. The aims of the course itself are antiracist: we will foster time for thought and self-reflection, generate ideas for implementation, and learn from our readings and writings as well as from each other.

ARTH 329 - Art of Devotion: Visual and Material Culture of Islam (1)

Usman Hamid

What is the relationship between aesthetics, material culture, and religious experience? In this course we explore this question by examining the aesthetic traditions of Islam, focusing on how Muslims have used literature, visual art, musical performance, and architecture as modes of religious expression and creativity. Through studying aesthetics and devotion in the Islamic tradition, we will reflect on questions of cultural appropriation and reuse, politics of representation, and the global circulation of objects, peoples, and capital.

Prerequisite: one 200-level course in Asian Studies, History, or Religious Studies. Crosslisted as: ASNST-329, HIST-329, RELST-329. Offered: Fall.

ARTH 330 - Theory and Methods in Art History

The Faculty

What is art history as a discipline? What do art historians do? How do they go about doing it? *Theories & Methods of Art History* introduces students to various art historical and interdisciplinary theoretical perspectives and methodological approaches that have shaped the understanding, interpretation, and production of visual art. Course materials consist of primary texts, secondary or applied texts, and artists' texts. Students are thus exposed to theories & methods in their original formulation, in their art historical or practical application, as well as in their adaptation by an artist.

Prerequisite: one 200-level course in art history.

ARTH 348 - The Art and Architecture of Buddhism

Menon

This speaking-intensive seminar examines the rich and diverse art and architectural history of Buddhism, from its rise and development in South Asia to its sharing and transformation across East Asia and Southeast Asia. Case studies will be selected from the third century BCE through to the present day. Students will be required to present a research study on a Buddhist work of art or architecture that reaches beyond the "canon."

ARTH 353 - Representing Trauma in the Visual Arts

Jarosi

How have conceptualizations of trauma evolved since 1945? What are the therapeutic and social consequences of representing trauma? How has visual art advanced our understanding of traumatic subjectivity, experience, and memory? This interdisciplinary course follows a historical trajectory from the most profound of collective traumas, the Holocaust, to the refinement of clinical definitions of trauma following the Vietnam War, to the advent of trauma studies in the 1990s, to the recent "pictorial turn" in

scholarship on trauma as a means to examine the dynamics of trauma & its representation.

Prerequisite: One 300-level course in the humanities or social sciences.

ARTH 365 - Major Figures in Cinema (1)

MacDonald

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail.

Prerequisite: ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. Crosslisted as: CNMS-365. Offered: Spring.

ARTH 375 - Seminar: Religion, Art and Visual Culture (1)

Rodriguez-Plate

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism).

Prerequisite: one course in either art history or religious studies. Crosslisted as: RELST-375. Offered: Spring.

ARTH 493 - Senior Seminar in Art History

The Faculty

Examination of selected topics in Art History culminating in the Senior Project. Topics vary according to interests of students. Includes the development of the Senior Project, from topic selection and bibliography development to reviews of research skills and conceptual and theoretical frameworks resulting in a final essay or project formally presented before the Department. Open to senior concentrators only, or by consent of the instructor.

Prerequisite: Four courses in Art History.

ASNST-Asian Studies

ASNST 108 - The Divine Body: Sculpture in South and Southeast Asia

Menon

This class involves the study of the formless divine and the corporeal nature of the body in South and Southeast Asian art. We will examine representations of the Buddha, the Jina, gods and goddesses, queens and kings, and an array of apotropaic motifs in sacred art and architecture from India, Sri Lanka, Cambodia, and Indonesia. Case studies are chosen from a period spanning over two thousand years, beginning with the third century BCE and ending with portrayals of the divine in contemporary art.

Crosslisted as: ARTH-108.

ASNST 110 - "Who, me?:" Biography and Life Writing in Chinese Literature

Christopher Elford

Introduction to Chinese biographical and autobiographical writing from the 2nd century B.C. to the present. Readings include "Biographies of Assassins" by China’s first historian, medieval autobiographical poetry by women, and the disturbing and provocative "Diary of a Madman." We track the development of the narrative formulas Chinese historians, poets, and novelists have deployed to commemorate exemplary figures, as well as to give their own lives shapes future readers might recognize. Topics include the nature of free will, fate, ethical action, kinship, authenticity, gender, and sexuality.

ASNST 116 - Science & Islam: Global Histories

Sabrina Datoo

What is science? Should scientists and historians agree on what science means? How did science in Islamic Asia influence Europe? What role has religious thought and practice played in the history of science? We explore the long term, from the 9th to 19th century, from cosmopolitan Greco-Arabic translation projects, to the rise of European empires; consider change in human-nature relations in the late medieval and early modern human sciences from the Islamic world, including medicine, geography, anthropology, erotology, astronomy. Readings of primary sources in translation.

ASNST 139 - The Quran: The Scripture of Islam

Mawani, A

How does an ancient scripture play a role in the daily lives of Muslims? Students study how the structure and literary features of the Quran produce meaning for its readers. We will also explore the functions that the Quran performs beyond the text such as in ritual, art, and architecture. Students learn the traditional methods that have been used to understand this rich text along with new, critical

approaches by modern scholars, including feminist readings of the scripture and responses to alleged controversial verses.

Crosslisted as: RELST-139.

ASNST 144 - Indian Buddhism

Abhishek Amar

An introduction to origins, essential beliefs, popular practices and institutions of Buddhism. Examines the life of Buddha, his teachings (Dharma) and Buddhist communities through a range of Buddhist texts, art and archaeological sources.

Crosslisted as: HIST-144, RELST-144. Offered: Fall.

ASNST 160 - Everyday Islam (1)

Usman Hamid

Introduction to the study of Islam as an everyday lived religion. The course uses interdisciplinary approaches to understanding Muslim beliefs, practices, and institutional practices. Particular focus on questions of revelation, devotion, law, spirituality, and aesthetics. Students develop facility with analyzing Islamic texts and material culture.

Crosslisted as: RELST-160. Offered: Fall.

ASNST 160 - Everyday Islam (1)

Usman Hamid

Introduction to the study of Islam as an everyday lived religion. The course uses interdisciplinary approaches to understanding Muslim beliefs, practices, and institutional practices. Particular focus on questions of revelation, devotion, law, spirituality, and aesthetics. Students develop facility with analyzing Islamic texts and material culture.

Crosslisted as: RELST-160. Offered: Fall.

ASNST 180 - Exploring Cultures in Asia (1)

Trivedi and Wilson

History of South and East Asian cultures beginning in ancient times, emphasizing both their commonalities and distinctive features in comparative context. Critical examination of structural hierarchies that have shaped Asian societies, focusing on ritual and kingship, the spread and transformation of Buddhism throughout Asia, Islamization of South Asia, gender, and the formation of empire. Students read secondary and primary sources, including selections from epic traditions, ritual and mythic sources, and literary texts.

Crosslisted as: HIST-180. Offered: Spring.

ASNST 201 - Artifact, Testament, and Monument: Asian Art Histories

Menon

An introduction to the rich art histories of Asia from the prehistoric period to the present, with an emphasis on the arts of China, Japan, Korea, India, Sri Lanka, Cambodia, and Indonesia. With the study of select objects, paintings, sculptures, monuments, and associated social, religious, and political milieus, students will be introduced to major styles and traditions in the history of art across Asia and will engage with critical themes in the interpretation of Asian art histories.

Crosslisted as: ARTH=201.

ASNST 209 - Islamic History and Culture (1)

Usman Hamid

An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam’s rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination.

Crosslisted as: HIST-209, RELST-209.

ASNST 211 - Islamic Spirituality, Mysticism, and Devotion (1)

Usman Hamid

Introduction to the rich tradition of Islamic spirituality, mysticism, and devotion, sometimes lumped together under the category of Sufism. We shall adopt an interdisciplinary approach, focusing on key ideas, practices, and institutions that mark these diverse traditions. Students will read Qur’anic verses, Prophetic traditions, didactic literature, devotional poetry, and hagiographies. At the same time, we shall engage closely with questions of rituals, lived experience, built environments, and aesthetics.

Crosslisted as: RELST-211. Offered: Spring.

ASNST 214 - Like, Literally: Metaphor in Chinese Literature

Christopher Elford

This writing intensive course explores the semantic, cognitive, and cultural dimensions of figurative language in Chinese literature. Students will draw on the work of philosophers, cultural anthropologists, psychologists, linguists, and literary historians to analyze the use of metaphors and other figures of speech in ancient Chinese philosophy, medieval poetry, and modern short stories. No previous knowledge of China, the Chinese language, or Chinese literature is expected or required.

ASNST 215 - Medicine, Science, and Culture (1.00)

Sabrina Datoo

Are medical and scientific knowledge universal? How have the social contexts of empires, Asian and European, shaped the histories of medical and scientific thought and practice? Drawing on primary sources from the 1500s to 1940s we think through how warfare, the accumulation of wealth and territory, cultural ideals of beauty, virtue, nature, and bodily integrity, historically shaped thought about health, disease and well-being. Global networks of migration, commodity flows, and the transition from intra-Asia manuscript circulation to global print publics will contextualize our exploration.

Offered: Spring.

ASNST 218 - Mobile Media & Creative Ethnography (1)

Emiko Stock

introduction to the theory and methods of mobile ethnography. Students develop individual projects using smartphones to document a local community of their choosing. The ethnographic outcome uses digital methods such as short creative writing, photographic postcards, and video snippets. Successful projects will demonstrate a commitment to collaboration, creativity, and mobility. No previous expertise in Asian studies, award-winning aesthetics, or advanced geeky tech required. Pre-requisites: ideas, energy, and an open mind.

Offered: Fall.

ASNST 219 - Painting in South Asia

Menon

This course explores the history of painting in South Asia from prehistory to the present. We will examine a range of painting traditions, including the murals of rock-cut Buddhist shelters and Hindu temples, narrative paintings in sacred texts, the art of storytelling in miniature manuscripts and royal court painting, and painting in the colonial and postcolonial periods. Students will learn to identify, analyze, and historically situate paintings from diverse regions, and of styles, schools, and spaces, both secular and sacred.

Crosslisted as: ARTH-219.

ASNST 220 - Empire of Books: Media, Society and Imagined Community

Sabrina Datoo

What was social about media before Twitter? What kind of practices and ways of imagining the world change with the rise of print publishing in South Asia? We consider the relationship between media as material objects, such as manuscripts and print books, and the social worlds of different cultural and linguistic communities across South Asia from the early modern to the modern period. This includes the cultures of oral performers - poets, storytellers and also scribal communities, publishers and authors. Understand how state power, commercial publishing and civil society interact to affect reading tastes and political community.

ASNST 225 - Dank Memes for Tang Dynasty Teens: Ghost Stories, Pop Music, and Social Media in Medieval China

Christopher Elford

This course introduces various forms of "social media" in medieval China. More specifically, it examines the circulation of ghost stories, tales of the supernatural, poems full of gossip and innuendo, and popular songs on the physical border between the civil service examination district and the pleasure quarters of 9th Century Chang'an (modern Xi'an, China), then the capital of the Tang dynasty and one of the most densely populated and diverse cities in the world at the time. We begin with a virtual tour of Chang'an and end with the after-lives of its literature in later short stories and films.

ASNST 226 - From Oracle Bones to the Printed Page: A Media History of Chinese Literature

Christopher Elford

An interdisciplinary and transnational exploration of Chinese literature through the different media literary texts

have inhabited over three millennia. We will ask how the physical media in which texts circulate can change the way they make meaning. Course begins in ancient China with texts incised in bone, cast in bronze, inked on bamboo and the earliest form of paper, and then charts the dramatic impact of woodblock printing on both Chinese literature and East Asian literature more broadly. Students will have an opportunity to handle brushes, ink stones, and Chinese woodblock printed texts.

ASNST 228 - History of Iran (1)

Usman Hamid

This course traces the history of Iran from Late Antiquity to the modern period. It looks beyond the geographic territory of the modern nation state of Iran and considers the impact of Persian culture in the Middle East, Central Asia, and South Asia. Topics include the cultural and political legacy of pre-Islamic Iran; the impact of the Arab conquest; the Perso-Islamic cultural synthesis; the rise of Turkic and Mongolian dynasties; the emergence of Shi'ism as a state religion in the early modern period; and social and political roots of the Iranian revolution in the twentieth century.

Crosslisted as: HIST-228, RELST-228. Offered: Spring.

ASNST 230 - Complicated Bodies: Self, Power, and Society

Sabrina Datoo

Bodies are complicated: unruly, messy, beautiful, frail. But what the body means, and how we relate to our bodies is more than a matter of biology, or personal experience. This course argues how we inhabit our bodies is fundamentally social and cultural, and draws on studies of Indian history and society to make its case. We reflect on how gender, sexuality, religion, illness, race, and work are situated within specific relations of power and ideals of personhood. We challenge the notion of an individually bounded, discrete body, and we ask how is the cultural diversity of bodies meaningful in an increasingly global society?

ASNST 246 - Collecting India

Menon

This seminar examines the collection, use, interpretation, and display of India's history and material culture in American and European museums. Students will be introduced to the art historical and cultural significance of a wide variety of objects in museum collections and engage with the related issues of 'aesthetic colonialism', value, authenticity, and repatriation. Discussions will draw on a range of museum case studies, scholarship on the colonial imaginary and the politics of collecting practices, and current curatorial perspectives.

Crosslisted as: ARTH-246.

ASNST 249 - Sacred Space in South Asia

Tackes, N.

This course examines the complex relationship between space, society, and religious identity in South Asia, past and present. The course will draw upon Buddhist, Hindu, and Islamic materials to analyze the ways in which the idea of 'sacred space' has been used in political, social, and legal contexts for decidedly secular objectives.

Crosslisted as: RELST-249.

ASNST 256 - Islam in South Asia (1)

Usman Hamid

An exploration of the rich history of Islam in South Asia with a particular focus on the pre-colonial period. Beginning with questions of Islam's arrival to South Asia, we shall explore the rise of Muslim polities and communities in North India, the proliferation of Sufism across the subcontinent, and the elaboration of Sultanate court culture before focusing on the political, cultural, and religious landscape of Mughal Empire. The course will conclude with a discussion of the impact of colonial rule, modernity, and nationalism in South Asia.

Crosslisted as: HIST-256, RELST-256. Offered: Spring.

ASNST 303 - Buddhism, Business and State

Amar

Buddhism is often presented as a rational and spiritual philosophy that does not promote either sociopolitical engagements or ritual practices. Questioning this protestant/text-based understanding of Buddhism, this course will examine Buddhist engagements with trade and mercantile communities, state and imperial powers, and ritual and devotional practices in premodern India. Learning about the everyday life of Buddhist monasteries offers insights into today's connections between religious, economic, and government life.

Crosslisted as: RELST-303, HIST-303.

ASNST 309 - Asian Temples in a Digital World (1)

Thomas Wilson

Examination of Asian religions in ritual, bodily, and spatial contexts. Discussions of textual and visual sources on human ritual interactions with gods; the use and layout of temples and altars, including food offerings, music, dance, representations of deities; and meditation and internal alchemy. Readings in scholarly sources, instruction in digital historical methods of collecting and analyzing materials on the web. Writing assignments include short essays and a final research project of the student's design to be presented with text and images in digital form.

Crosslisted as: HIST-309, RELST-309. Offered: Spring.

ASNST 324 - Science & the Question of Difference: Marginals in the Production of Modern Knowledge

S. Datoo

This historiographical seminar critically examines how scholars across the humanities and humanistic social sciences have examined 'science' in the period following World War II. This period witnessed a range of moral critiques that exposed the ways an 'objective' science had created, advanced, and sustained global structural inequalities. Students will engage with these critiques of science by reading key texts in post-colonial theory, feminist critiques of science, and histories of the human sciences, particularly psychology, medicine, and sexology.

Crosslisted as: HIST-324.

ASNST 329 - Art of Devotion: Visual and Material Culture of Islam (1)

Usman Hamid

What is the relationship between aesthetics, material culture, and religious experience? In this course we explore this question by examining the aesthetic traditions of Islam, focusing on how Muslims have used literature, visual art, musical performance, and architecture as modes of religious expression and creativity. Through studying aesthetics and devotion in the Islamic tradition, we will reflect on questions of cultural appropriation and reuse, politics of representation, and the global circulation of objects, peoples, and capital.

Prerequisite: one 200-level course in Asian Studies, History, or Religious Studies. Crosslisted as: ARTH-329, HIST-329, RELST-329. Offered: Fall.

ASNST 330 - Muslim Empires of Asia

Usman Hamid

For much of the early modern period, large parts of Asia, Africa, and Europe were ruled by Muslim dynasties from their capitals in modern-day Turkey, Iran, India, and Pakistan. The Ottomans, Safavids, and Mughals ruled over populations with diverse languages, religions, and cultures, offering us a unique perspective on how people elsewhere thought about issues important today: political and religious authority, hierarchies and social structures, protest and dissent, piety and power, economics and environmental change, multiculturalism and diversity, law and ethics, art and commerce, as well as gender and sexuality. In the course we explore the historiography of these empires together with primary sources including histories, political treatises, religious texts, poetry, and paintings.

ASNST 357 - Seminar: Death, Dying and the Afterlife (1)

A. Amar

How do humans prepare to die? What happens to the soul after death? What techniques are used to achieve immortality or better afterlife? Examines death and the afterlife from medical, philosophical and religious perspectives, focusing on Buddhism, Hinduism and Islam.

Offered: Spring.

ASNST 550 - Senior Project (1)

Program Director

Seminar in which concentrators develop individually-designed research projects in consultation with the instructor and one other member of the Asian Studies Program Committee. Students discuss their ongoing research with their peers throughout the semester, culminating in formal presentations of the final projects, which demonstrate mastery of interdisciplinary approaches to the study of Asia.

Prerequisite: at least one Asian Studies course offered at the 300-level. Offered: Fall.

BICHM-BiochemistryMolecular Biology

BICHM 270 - Biological Chemistry (1)

Welsh

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and

techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program's requirement for a course in Biochemistry.

Prerequisite: 190. Corequisite: BICHM-270L. Crosslisted as: BIO-270, CHEM-270. Offered: Spring.

BICHM 321 - Physical Chemistry I (1)

Kramer

A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods.

Prerequisite: 125 or 190, Mathematics 116, Physics 105, 195 or 205. Crosslisted as: CHEM-321. Offered: Fall.

BICHM 322 - Physical Chemistry II (1)

Kramer

A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory.

Prerequisite: 125 or 190, Mathematics 116, Physics 105, 195 or 205. Corequisite: CHEM-322L. Crosslisted as: CHEM-322. Offered: Spring.

BICHM 346 - Biochemistry

Chang

The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, and Chemistry 190, or consent of instructor. Crosslisted as: BICHM-346.

BICHM 550 - Senior Thesis I (1)

The Program

A research project carried out in association with a faculty member.

Offered: Fall, Spring.

BICHM 551 - Senior Thesis II (1)

The Program

A research project carried out in association with a faculty member. Includes written and oral presentations. Candidates for honors should elect both 550 and 551.

Prerequisite: 550. Offered: Spring.

BIO-Biology

BIO 100A - The Secret Life of Plants

Guiden P

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. Most ecosystems on Earth are shaped by plant life. While it may not seem like it, plants constantly do the same things we do: search for nutrients, secrete hormones, and defend themselves. In this course, we will explore the incredible adaptations plants use to survive and grow, compare these to adaptations of animals, and examine how plants provide the foundation for both ecosystems and human society.

Offered: Fall.

BIO 100B - Explorations of Biology: Frankenstein Fish (1)

Chang

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. As humans continue to exploit the ocean's resources by overfishing, aquaculture and mariculture have become more and more important to meet human demands for fish proteins. This course will examine overfishing, genetically modified/engineered foods, and animal cloning and engineering to introduce fundamental concepts of ecology, ecosystems and conservation biology, genetics and molecular biology, and ethical issues.

Offered: Spring.

BIO 100C - Explorations of Biology: Life at the extreme (1)

Downs

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. We will discuss adaptations of organisms, including humans, that live in extreme environments or that perform extreme feats. Topics include how organisms live in the deserts, at high altitude, or in thermal vents. We'll also discuss the biology of the fastest, strongest, smallest, largest, or slowest.

Offered: Spring.

BIO 100D - Explorations in Biology: Neurobiology and Animal Behavior. (1)

Lehman

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. An interdisciplinary study exploring the general principles of the function and organization of nervous systems. Topics include the physical and chemical bases for action potentials, synaptic transmission, and sensory transduction with a special emphasis on a comparative approach to the study of animal behavior and its underlying mechanistic control by the nervous system.

Offered: Fall.

BIO 100E - Explorations in Biology: Microbes Rule (1)

McCormick

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. From early in Earth's history to the present, microbes have ruled our planet. Recent advances in DNA sequencing reveal a vast, complex and diverse microbial world living around and within us (our personal microbiomes). This course examines the origin, function, and diversity of microbial life on our planet and explores recent discoveries in host-microbiome research.

Offered: Fall.

BIO 100F - Explorations in Biology: Genetic Engineering. (1)

Nannas

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions and evolution. This course explores the questions "Are we a product of our genes?" and "Can we change our genes?" We will focus on the molecular basis of life: how traits are controlled by genetic information, how this information is inherited, and how it can be manipulated through new genetic engineering and genome editing technologies, including discussion of medical and agricultural applications and their impact on society.

Offered: Fall.

BIO 100G - Explorations in Biology: Life in Space. (1)

Pfitsch

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. We will focus on two aspects of life in space. 1) The nature of and requirements for extraterrestrial life: how will we know it when we find it? 2) How to meet limitations to long term human survival in space? Research into the effects of reduced gravity, supplying a nutritious diet, and managing microbial interactions. Class project will plan life support for a sustainable human colony on Mars or the moon.

Offered: Fall.

BIO 100H - Explorations in Biology: Disease Ecology in a Changing World (1)

Townsend

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions, and evolution. This section will provide an introduction to disease ecology, with emphasis on environmental change, emerging infectious diseases, and zoonotic pathogens. We will discuss fundamental concepts in biology through examination of the genetic and physiological underpinnings of disease, the effects of disease on wildlife populations and behavior, and host-parasite co-evolution.

Offered: Spring.

BIO 100J - Explorations in Biology: Our Blue Planet (1)

Reynolds

A thematic course exploring five fundamental features of

all biological systems, including organization, information flow, energy and matter, interactions, and evolution. Marine habitats cover ~70% of the world's surface and host the greatest range of animal life forms on earth, yet ~95% of our oceans remain unexplored. This course examines how marine species function, their interactions with each other and their environment, and their organization into communities and ecosystems. We will explore threats to ocean life, and regulatory and non-governmental efforts towards its conservation.

Offered: Spring.

BIO 100K - Genes, Patterns, and Embryos (1)

Datta

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions and evolution. This course examines the genetic, molecular, and cellular mechanisms that control embryonic and post-embryonic development. We will focus on how complex systems are built and organized, and explore how we inherit both the composition of our genomes as well as the means to interpret that composition in the contexts of development and patterning.

Offered: Fall.

BIO 100M - Explorations in Biology: Contagion: The Infectious Disease (1.00)

Abigail Myers

A thematic course exploring five fundamental features of all biological systems, including organization, information flow, energy and matter, interactions and evolution. This course will delve into the evolution of a pandemic and its impact on human life. We will examine communities, the life cycle and evolution of pathogens, and the effects of pathogens on human cells, tissues, and whole systems. We will also find a road to recovery by discussing immunity and the development of vaccines. (Quantitative and Symbolic Reasoning.) Three hours of class and three hours of laboratory. Not open to students who have taken Bio 101, 102 or any other Explorations in Biology course. Admission of non-first year students with permission of the instructor. Maximum enrollment, 30. Myers.

Offered: Fall, Spring.

BIO 145 - Biology of Aging (1)

Cramer

An examination of aging from molecules to cells to systems. The course will examine the contributions of both genetics and environment to the process of aging, explore how we measure aging, and examine the proposed theories of the aging process. An overview of aging in the major organ systems as brought about by change at the molecular and cellular level and examination of the relationship between aging and disease. Three hours of class.

Offered: Spring.

BIO 200 - Scientific Digital Imaging (1)

Bart

An introduction to digital imaging techniques used to acquire, enhance and derive quantitative information from a variety of image sources. Use of Adobe Photoshop and other software to produce publication-quality images and extract data from digital images. Topics include digital photography, artifact removal, 3D rendering and quantitative analysis. Two hours of class and two hours of lab.

Prerequisite: two science courses. Offered: Spring.

BIO 202 - Research design and biostatistics (1)

Briggs

A broad overview of experimental design and implementation, and the analysis of biological data. Topics include the scientific hypothesis, descriptive statistics, hypothesis testing and the use of common statistical tests. Emphasis on practical application of statistics to biological and medical data, enabling students to choose and apply appropriate statistical tools and to interpret their results. Three hours of class combining lecture and computer lab.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Fall.

BIO 212 - Introduction to Bioinformatics (1)

Chang

An introduction to the study of both prokaryotic and eukaryotic genome structures and molecular evolution. Topics also include surveys of different "omics" (e.g. proteomics, metabolomics, …) and their application toward medicine. Three hours of lectures and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 213 - Marine Biology (1)

Reynolds

Introduction to life in the sea from a global, ecological and evolutionary perspective. Study of marine habitats, food webs, biodiversity, ecological processes, adaptations of marine organisms and human impacts on marine life. Three hours of class and three hours of lab per week.

Prerequisite: Bio 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 221 - Microbiology (1)

McCormick

Introduction to microorganisms, including bacteria, archaea, single-cell eukaryotes (yeast, algae, protozoa) and viruses, with an emphasis on prokaryotic metabolism and ecology. Basic laboratory techniques, including isolation, cultivation and characterization of microbes. Three hours of class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115 and Chemistry 120 or 125, or consent of instructor. Offered: Spring.

BIO 222 - Human Anatomy (1)

Department

Exploration of the structure and function of human tissues, organs and systems with an introduction to basic pathology and diagnostic tools. This course emphasizes physiological function and the role of anatomical form in these processes. Examines skeletal, muscular, endocrine, cardiovascular, gastrointestinal, and reproductive systems of humans. Thoughtful dissections of animal model systems and analysis of histology will be the focus of the laboratory.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 223 - Bioethics (1)

Nannas

Comprehensive overview of ethical questions and social impacts arising from the use of new biotechnologies. Topics include stem cells and regenerative medicine, human reproductive technologies, genetic screening and counseling, cloning, plant and animal transgenics, genome mapping and patenting, and genetic engineering. This Speaking-Intensive course will use oral presentations and student-led discussions to examine the potential merits and pitfalls of these technologies.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Fall.

BIO 225 - 500 Million Years of Land Plants

Bonacorsi N

This course will take you on a journey through time to view the history of land plants through the lens of three main themes: evolutionary relationships among extant and extinct plant groups, structural innovations in land plant bodies, and interactions among plant communities, geology, and climate. We will learn about the fossil record of terrestrial plants, what the ecosystems they built looked like through time, and how the earths of the past differed from the green planet we live on today.

Prerequisite: BIO-100. Offered: Spring.

BIO 228 - Invertebrate Biology (1)

Reynolds

Survey of animal diversity, including marine and freshwater fauna, parasites, insects and the origin of vertebrates. Emphasis on morphology, physiology, ecology and evolution. Three hours of class, three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Fall.

BIO 234 - Mechanisms of Developmental Evolution (1)

Rhea Datta

Examines the molecular mechanisms of evolutionary change that drive morphological diversity in the animal kingdom. This course integrates genetics, molecular biology, development, and evolution. We will study adaptation, mechanisms of selection, speciation, plasticity, the origin of novelties, developmental constraints, and the evolution of gene regulatory networks in the context of development and patterning.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 237 - Ecology (1)

Townsend

The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography.

Prerequisite: 100, or 101, or 102, or 115, or consent of

instructor. Offered: Fall.

BIO 238 - Community and Ecosystem Ecology (1)

Pfitsch

A place-based examination of the ecological communities on and around Hamilton College. Use of field sampling, mapping methods, and analytical techniques to measure and describe local terrestrial and stream ecosystems. Application of skills in group investigation of the implications of human alterations of local natural systems. These projects will inform a collective consideration of the roles Hamilton properties play in global carbon and nitrogen budgets.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Fall.

BIO 239 - Plant Diversity (1)

Bonacorsi N

An exploration of the amazing diversity of plants, with focus on evolutionary relationships among groups and the important characteristics that differentiate these groups from one another, along with aspects of plant ecology that make such diversity possible. This course will also develop students" ability to read and interpret scientific literature, and write your own scientific pieces for various audiences.

Prerequisite: BIO-100. Offered: Fall.

BIO 248 - Genes and Genomes (1)

Nannas

Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 260 - Geomicrobiology

McCormick M

Interaction of microbes and minerals from early in Earth’s history to the present day. Emphasis on the diversity of microbes, their metabolic strategies and their habitats, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments, and the role of geomicrobiology in the restoration of contaminated environments. Prerequisites, Bio 100, or Principles of Geology, or consent of instructor. Chem 120/125 recommended.

Prerequisite: Bio 100, 101, 102 or 115, or Principles of Geology, or consent of instructor. Chem 120/125 recommended. Crosslisted as: GEOSC-260. Offered: Spring.

BIO 270 - Biological Chemistry (1)

Welsh

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program’s requirement for a course in Biochemistry.

Prerequisite: 190. Corequisite: BIO-270L. Crosslisted as: BICHM-270, CHEM-270. Offered: Spring.

BIO 280 - Plant Function and Structure (1)

Pfitsch

Study of how plants make a living. Consideration of how plant structures enable photosynthesis, uptake and transport of water and nutrients, and the maintenance of food production in the face of environmental limitations. Student designed investigation of how plant adaptations can feed the increasing human population in a changing world.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 290 - Paleontology (1)

C. Domack

A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips.

Prerequisite: Principles of Geoscience. Crosslisted as: GEOSC-290. Offered: Fall.

BIO 298 - Biology Research (0.25-1.00)

The Department

Independent research under the supervision of a faculty member. May be repeated for credit. Students may count up to one credit of biology research toward the concentration. One-quarter, one-half, or one credit per semester. No senior concentrators.

Prerequisite: Instructor's permission. Offered: Fall, Spring.

BIO 214 - Seminar in Health Care Systems

H. Lehman

An overview and analysis of US health care systems. US health care systems include public health (population-based services) and medical care (individual patients) systems. Topics include development and organization of various public health and medical entities within the United States, strengths and challenges related to cost, quality, and access to these systems, past and present epidemics, and current issues related to health care systems.

Crosslisted as: PPOL-214.

BIO 330 - Systems Neuroscience

Robinson

The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective. Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory.

Prerequisite: PSYCH-205, NEURO-205 or PSYCH-204, NEURO-204 and a 200-level or higher biology course. Crosslisted as: PSYCH-330, NEURO-330.

BIO 331 - Vertebrate Physiology (1)

The Department

Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. Three hours of class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, plus one other biology course or consent of instructor. Offered: Fall.

BIO 334 - Developmental Genetics (1)

Datta

In this course we will integrate classical genetics, epigenetics, cell and molecular biology, and organismal approaches to the study of development. We will analyze a diversity of mechanisms, ranging from ones that set up pattern formation in the unfertilized egg to those governing morphogenesis of organ systems. Topics covered include embryogenesis, gene regulation, axis specification, morphogen signaling, stem cells, cloning, limb formation, and sex determination, as well as congenital defects and issues in human development.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Fall.

BIO 340 - Neuroendocrinology

Mancilla (new visiting hire)

Study of the endocrine control of homeostasis, metabolism, reproduction, and behavior of vertebrates, emphasizing the neuroendocrine system. Students will read primary literature to understand experimental approaches to studying endocrinology, and discuss case studies to explore clinical aspects.

Prerequisite: Psych/Neuro 204 or Psych/Neuro 205. Crosslisted as: NEURO-340.

BIO 343 - Ecological Physiology (1)

Downs

Students will learn how evolution has shaped physiological adaptations of vertebrates to the environment. Topics may include adaptations that regulate and integrate water and energy balance, immune defenses adaptations that help organisms deal with disease challenges, and endocrine adaptations that help organisms deal with changes in their environment and that coordinate life-cycle events. Adaptations will be discussed within a comparative and integrative framework. Students will learn techniques to ask ecological physiology questions.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Offered: Spring.

BIO 346 - Biochemistry

Chang

The advanced study of biochemical pathways in living organisms, with emphasis given to gene regulation and metabolism of four major macromolecules: carbohydrates, lipids, proteins and nucleic acids. Includes in-depth discussion of contemporary developments in molecular biology and comprehensive training in molecular techniques. Three hours of class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, and Chemistry 190, or consent of instructor. Crosslisted as: BICHM-346.

BIO 352 - Scanning Electron Microscopy and X-Ray Microanalysis (1)

Bart

Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Three hours of class and three hours of lab.

Prerequisite: two laboratory courses in science. Offered: Fall.

BIO 355 - Molecular Methods in Microbial Ecology (1)

McCormick

Research project based introduction to molecular methods for assessing the diversity and activity of microorganisms in natural and engineered environments. A workshop format class with emphasis on quantitative measurement of environmental variables in microbial habitats (environmental chemistry), diversity of microbial metabolic strategies, and DNA based characterization of bacterial and archaeal communities. Three hours of class. Required weekend field trip.

Prerequisite: One semester of introductory Biology (100, 101, 102 or 115) and Chemistry 120 or 125, or consent of instructor. Offered: Fall.

BIO 357 - Cellular Neurobiology (1)

Lehman

A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Crosslisted as: NEURO-357. Offered: Spring.

BIO 359 - Endocrinology

Mancilla J

This course will explore the role of endocrine glands and organs in the regulation of homeostasis, metabolism, reproduction, and the behavior of vertebrates.

Prerequisite: BIO-100. Offered: Spring.

BIO 373 - Conservation Biology (1)

C. Briggs

Survey of the conservation of biological diversity from genes to populations to ecosystems. We will explore current ideas and literature in protecting, preserving and restoring biodiversity and ecosystem function. Discussion of ecological foundations, techniques to study conservation (e.g., technological, molecular, habitat restoration), and policy issues. We will examine causes of diversity loss such as habitat loss, and how conservation planning can help mitigate losses in the face of continuing anthropogenic pressures such as fragmentation, pollutants and climate change.

Prerequisite: One laboratory science course. Crosslisted as: ENVST-373. Offered: Spring.

BIO 419 - Life and the seasons

Guiden P

How do organisms adapt to seasonal changes in their environment? Almost all habitats have multiple seasons, characterized by somewhat predictable changes in temperature, light, or precipitation. Organisms have many adaptations to such seasonal dynamics ("phenology"). In this course, we will identify common phenological adaptations, and explore the value of these adaptations in habitats strongly influenced by climate change and invasive species. We will also track phenology of organisms on campus and analyze the forces driving these patterns.

Prerequisite: BIO-100. Offered: Fall.

BIO 424 - Seminar in Evolutionary Biology

Bonacorsi N

This course will cover the fundamental principles of evolutionary biology by focusing on the processes of

evolution and the patterns we can observe as a result of these processes. Students will learn to build and interpret phylogenies (using trait data, molecular sequence data, and fossil calibration). Students will also gain experience reading, interpreting, and discussing primary scientific literature.

Prerequisite: BIO-100. Offered: Spring.

BIO 425 - Seminar in Epigenetics (1)

Rhea Datta

An advanced seminar examining the transcriptome and epigenome in eukaryotic systems. This course will cover chromosome structure and modifications, the cis-regulatory code, pioneer proteins, and transcriptional regulation. We will look at how new genomics techniques like single cell RNA-seq, ChIP-seq, and ATAC-seq, along with well-developed genetic and biochemical techniques have contributed to our understanding of heritable and non-heritable modifications to regulatory DNA. This course will cover topics relevant to development, biochemistry, cell biology, genetics, and molecular biology.

Prerequisite: Bio-248, 346, or 334, or consent of instructor. Offered: Spring.

BIO 427 - Seminar in Disease and Behavior

Townsend A

The relationship between animal behavior and disease is bidirectional: behavior can affect the likelihood of acquiring a disease, and disease can subsequently alter behavior. In this class, we examine the fundamentals of animal behavior (e.g., sexual selection, kin selection, social evolution, communication and signals, reproductive strategies) and apply them to current research on the ecology and evolution of disease. Discussion of foundational readings and the primary literature.

Prerequisite: BIO-237 or consent of instructor.

BIO 428 - Seminar in Genetic Medicine

Nannas N

The rise of genomic technologies has made it increasingly easy to explore the genetic underpinnings of many diseases and health conditions. Medicine now sits at a crossroads: should it use genetics in the treatment and prevention of disease? The benefits include a personalized approach to medicine with tailored disease screening and therapies. Yet delving into personal genetic information raise concerns related to privacy, discrimination, and eugenics. This course will cover advanced genetic concepts and technologies, as well as explore the ethics and social impacts of genetic medicine.

Prerequisite: BIO-100 and BIO-248 or BIO-334 or permission of instructor. Offered: Fall.

BIO 430 - Seminar in Animal Behavior (1)

Townsend

Seminar in Animal Behavior. Advanced study of animal behavior from an evolutionary perspective. Topics include communication and signals, game theory and evolutionarily stable strategies, and the evolution of social behavior, mating systems, and reproductive behavior. Discussion of foundational readings and the primary literature.

Prerequisite: Prerequisite Bio 237 or consent of instructor. Students must have Junior or Senior standing. Offered: Spring.

BIO 437 - Seminar in Tropical Ecology (1)

Pfitsch

In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Discussion of readings from the literature.

Prerequisite: 237 or consent of instructor.

BIO 439 - Seminar in Immunology (1)

Morenikeji O

Advanced discussion on the concepts of immunology including: innate and adaptive immunity; host-pathogen interaction, immune cell communication, antigen modulation, regulation of immune response, immunopathology, allergic reactions, immunosuppression and immunogenetics. Immunological principles and application to infectious diseases, autoimmune diseases, cancer, vaccine design with an emphasis on translational immunological research will also be covered. Weekly seminar, readings, discussion of case studies and student presentations.

Prerequisite: BIO-222, 248, 331, 334, 346, or 357 or consent of instructor. Offered: Fall.

BIO 443 - Seminar in Bioinformatics. (1)

Chang

Study of computer-based approaches to molecular investigations: sequence variation, molecular evolution, functional and comparative genomics, and computational biology. Both literature-based lecture and training on the use of bioinformatic software are included.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Biology 215, 248 or 346 recommended. Offered: Spring.

BIO 444 - Seminar: Evolutionary Medicine (1)

Downs

An in-depth discussion of human diseases from an evolutionary perspective. Topics include proximate versus ultimate causation, reproduction, nutritional and metabolic adaptations, defense, behavior and social organization, evolutionary principles applied to medical practice. Three hours of discussion of papers and topics.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor and Junior or Senior standing. Offered: Spring.

BIO 451 - Seminar in Global Change Ecology (1)

Andrea Townsend

Study of the ecological, physiological, behavioral, and evolutionary responses of organisms to environmental change. Current research on global climate change, changing species distributions, extinctions and invasions, emerging infectious diseases, urbanization, pollution, and mitigation potential will be explored. Discussion of readings from the literature.

Prerequisite: 237 or consent of instructor. Offered: Spring.

BIO 453 - Seminar in Ecotoxicology (1)

Briggs

Study of the effects of toxins in the environment covering areas from the molecular to whole ecosystems. This course will examine how pollutants enter ecosystems, their fates, and their eventual effects. We will use primary literature discussions to examine the effects of specific pollutants and how we can deal with them.

Prerequisite: 100, or 101, or 102, or 115 and Chemistry 120 or 125, or consent of instructor.

BIO 454 - Molecular Genetics (1)

Nannas

An in-depth study of how genetic information is accurately transmitted and the consequences of mistakes in this process. Topics include mechanisms of chromosome segregation, chromosome and aneuploidy disorders, genetics of cancer, epigenetics, molecular mechanisms of genetic disease and gene therapy options.

Prerequisite: 100, or 101, or 102, or 115, and 248 or consent of instructor. Offered: Fall.

BIO 550 - Senior Thesis I (1)

The Department

An intensive library and laboratory or field research project carried out in association with a faculty member.

Prerequisite: acceptance by the department of a written proposal. Offered: Fall.

BIO 551 - Senior Thesis II

The Department

Elective continuation of the senior research project. Includes written and oral presentation.

Prerequisite: 550.

CHEM-Chemistry

CHEM 120 - Principles of Chemistry (1)

Brewer, Spisak

Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. For students intending to pursue post-graduate work in the Health Professions, this course satisfies the first semester of a one-year General Chemistry requirement.

Corequisite: CHEM-120L. Offered: Fall.

CHEM 190 - Organic Chemistry I (1)

Majireck, I. Rosenstein, and Spisak

Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory.

Prerequisite: 120 or 125. Corequisite: CHEM-190L. Offered: Spring.

CHEM 255 - Organic Chemistry II (1)

Blum, Majireck and I. Rosenstein

Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory.

Prerequisite: 190. Corequisite: CHEM-255L. Offered: Fall.

CHEM 263 - Quantitative Environmental Chemistry

C Hutchinson

A survey of the environmental chemistry of natural and polluted systems, including equilibrium, solubility, activity, mass and charge balance, and oxidation-reduction. Theory and techniques from analytical chemistry, including gravimetric analysis, volumetric analysis, potentiometric analysis, and chromatographic methods. Laboratories emphasize quantitative analytical techniques.

Corequisite: Must sign up for a lab section Chem 263L.

CHEM 265 - Inorganic Chemistry and Materials (1)

Brewer

Topics in inorganic chemistry, including periodicity and descriptive chemistry of the elements, electrochemistry, transition metal coordination chemistry, and the structure and properties of solid state materials. Laboratories emphasize synthesis and characterization of inorganic coordination compounds, electrochemistry, and inorganic materials. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs.

Prerequisite: 120 or 125. Corequisite: CHEM-265L. Offered: Spring.

CHEM 270 - Biological Chemistry (1)

Welsh

A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. This course satisfies the second semester of a one-year General Chemistry requirement for post-graduate Health Professions programs, however, this course might not also satisfy a Health Profession program's requirement for a course in Biochemistry.

Prerequisite: 190. Corequisite: CHEM-270L. Crosslisted as: BICHM-270, BIO-270. Offered: Spring.

CHEM 298 - Chemistry Research (0.25-1.00)

The Department

Independent work in the research laboratory under supervision of a faculty member.

Prerequisite: instructor's signature. Offered: Fall, Spring.

CHEM 321 - Physical Chemistry I (1)

Kramer

A study of the fundamental concepts and principles of quantum chemistry. Topics include the fundamental postulates of quantum mechanics, the nature of the chemical bond, and applications of molecular quantum mechanics including spectroscopy and computational electronic structure methods.

Prerequisite: 125 or 190, Mathematics 116, Physics 105, 195 or 205. Corequisite: CHEM-321L. Crosslisted as: BICHM-321. Offered: Fall.

CHEM 322 - Physical Chemistry II (1)

Kramer

A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include statistical and classical thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, and reaction rate theory.

Prerequisite: 125 or 190, Mathematics 116, Physics 105, 195 or 205. Corequisite: CHEM-322L. Crosslisted as: BICHM-322. Offered: Spring.

CHEM 325 - Physical Methods for Chemical Analysis (1)

Kramer

An integrated lecture-laboratory course in which students learn to design, build, and use instrumentation to study the physicochemical properties of atoms and molecules. Topics include the theory and practice of optical spectroscopy, thermochemical measurements of gases and condensed phases, and the measurement of reaction kinetics. Evaluations stress mastery of laboratory technique and communication of results with an emphasis on oral communication. Speaking-Intensive. One hour of lecture, three hours of laboratory.

Prerequisite: Must have taken or be concurrently enrolled in either Chem 321 or 322. Offered: Fall, Spring.

CHEM 327 - Metals in Biology (.50)

Ryan Martinie

Biology uses transition metals for many of its most critical reactions, such as photosynthesis, nitrogen fixation, and respiration. This course will explore this central role of metals in biological chemistry, including metal transport and trafficking, metalloenzyme catalysis, and metals in medicine. Common techniques in bioinorganic research, such as structural biology, transient kinetics, and spectroscopy, will be introduced. Student-led presentations and discussion will be a major focus, driven by engagement with the research literature.

Prerequisite: Take CHEM-265 or CHEM-270. Offered: Fall.

CHEM 328 - Water, Malt, Hops, and Yeast: The Chemistry of Brewing

K Brewer

An overview of the chemistry of brewing including technical aspects of the process of brewing, differentiation of beer styles, evaluation of quality and stability, and the historical development of brewing. Three hours of lecture with imbedded laboratories exploring the brewing process and the characterization of beer through chemical and spectroscopic analysis.

Prerequisite: Chemistry concentrator.

CHEM 329 - Antibiotics

M Welsh

The antibiotics discovered in the early to mid-20th century have saved more lives than any other medicine. Many of these drugs are no longer effective. In this course, we will discuss, at the molecular level, antibiotic structures, their cellular targets, and strategies to overcome drug resistance. Relevant topics in bacterial physiology will also be discussed with an emphasis on the cell envelope.

Prerequisite: 255 and 270 or permission.

CHEM 330 - Chemistry in Space: Chemical Dynamics of Planetary Bodies

S Barua

A close look at the early conditions that enabled Earth to transition from simple chemistry to microscopic and complex life along with the unique chemistry of Venus, Mars, Europa, Enceladus, Titan, and exoplanets beyond the Sun. Topics include whether Earth is the only planetary body where the right conditions for life exist and whether other planetary bodies have the chemical ingredients and the necessary conditions to develop and sustain microscopic life.

Prerequisite: CHEM 120.

CHEM 343 - Inorganic Materials: Nanowires to MOFs (0.5)

Brewer

Readings in the primary chemical literature as the basis to explore the synthesis, structure, and applications of inorganic materials from one-dimensional nanomaterials and polymers to two-dimensional graphene and three-dimensional metal-organic frameworks. One-half credit seminar. Maximum enrollment, 12. Prerequisite, 265 or 255. Next offered in Spring 2021. Brewer.

Prerequisite: 265 or 255. Offered: Spring.

CHEM 344 - Chemical Approaches to Solar Energy Conversion (0.5)

Kramer

An introduction to the fundamental electro- and photochemical processes that enable harvesting of solar energy. Topics to be addressed will include the theory and application of semiconductor materials as solar cells to capture light energy, as well as the electrochemical processes that enable the storage of that energy as solar fuels (artificial photosynthesis) or in grid scale batteries. The course will revolve around readings from the primary chemical literature. One-half credit seminar. Maximum enrollment, 12. Prerequisite, 225, 265, or 270. Next offered in Spring 2021. Kramer.

Prerequisite: 255, 265, or 270. Offered: Spring.

CHEM 348 - Science, Technology, and Society (1)

Brewer and Brown

An examination of the assumptions, paradigms, and hierarchies embedded in science and technology using case studies. Evidence-based hypothesis testing and analysis will examine evidence pointing to the structure of hierarchies built into and from science and how those structures may result in inequalities for various groups participating in and affected by science and technology. Topics will vary but might include: gender and race

disparities in STEM fields, broad effects of climate change or environmental crises, scientific and cultural contexts of nuclear and chemical weapons.

Prerequisite: Chemistry or physics concentrator. Crosslisted as: PHYS-348. Offered: Spring.

CHEM 360 - Organic Synthesis Toward Improved Human Health (1)

Majireck

An investigation into the concepts of organic synthesis as applied to small molecule drug and probe development for the treatment and understanding of human disease. Emphasis will be placed on modern organic synthesis, medicinal chemistry, and chemical biology research aimed toward the realization of personalized therapeutics. The process of developing an original research proposal will be a primary mechanism to reinforce the concepts of this course.

Prerequisite: Chem 255 (Chem 270 or Biology 346 strongly recommended.). Offered: Fall.

CHEM 361 - Advanced Organic Spectroscopy (0.5)

I Rosenstein

A study of advanced topics in NMR spectroscopy and mass spectrometry with a focus on practical interpretation of spectra. Topics include NMR theory, chemical shift, spin-spin coupling, dynamic NMR, 2D NMR techniques (COSY, NOESY, HSQC/HMQC, HMBC), methods of ionization in mass spectrometry, and interpretation of mass spectral fragmentation patterns.

Prerequisite: 255. Offered: Fall.

CHEM 362 - Structural Biology (0.5)

A. Van Wynsberghe

Through student-led discussions and presentations, this course will explore the literature describing experimentally-determined structures of biological macromolecules. While the course will focus on the biochemical principles gleaned from structural studies, students will also learn about structural biology techniques and how to determine the quality of published data. Structures will be selected from both modern biochemical problems (e.g. COVID-19 protease/antiviral design, CRISPR assembly) and historically important structures (e.g DNA/RNA polymerase, ribosome).

Prerequisite: CHEM-270. Offered: Fall.

CHEM 364 - Enzyme Reaction Mechanisms

R Martinie

This course will explore the reaction mechanisms of enzymes, nature's catalysts. We will focus on the strategies that enzymes use to catalyze functional group transfers, redox chemistry, isomerizations/rearrangements, and carbon-carbon bond formation. Emphasis will be placed on electron pushing, chemical kinetics, and transition state theory as well as the experimental approaches used to elucidate enzymatic mechanisms.

Prerequisite: CHEM-255 and CHEM-270, or permission from the instructor.

CHEM 365 - Chemical Biology

M Welsh

This course will survey the tools and techniques chemists have developed to manipulate biological systems. Topics may vary but could include chemical synthesis of biopolymers, chemical genetics, small molecule probes, chemoselective ligations, metabolic labeling, cell-cell signaling, peptidomimetics, peptide chemistry, polyketide synthesis, directed evolution, DNA editing, glycans, and fluorescence imaging.

CHEM 366 - Topics in Organic Synthesis

I Rosenstein

Advanced study of methods for organic synthesis. In-depth exploration of methods for controlling stereochemistry for a few important reactions as a model for a broader understanding of strategies for the development of synthetic methodology. Applications to total synthesis of natural products will also be covered.

CHEM 367 - Organic Reaction Mechanisms

I Rosenstein

A survey of experimental methods for probing organic reaction mechanisms, taught primarily through readings from the primary literature. Topics include kinetic rate expressions, linear free energy relationships, kinetic isotope effects, isotopic labeling, and stereochemical probes.

CHEM 368 - f-Block Chemistry

K Brewer

An introduction to the properties and coordination and organometallic chemistry of the f-block elements. Primary

literature readings on applications of the f-elements and their compounds in medical imaging, magnetic alloys, nuclear fuels, catalysis, superconductors, and lasers.

Prerequisite: CHEM-265 or CHEM-371W or permission.

CHEM 371 - Research Methods in Chemistry (1)

The Department

Development of research skills in chemistry through a semester-long intensive laboratory project. Emphasis on laboratory work focusing on advanced synthetic techniques and spectroscopic characterization. Scientific writing, oral presentation skills and use of the chemical literature are also stressed. Six hours of laboratory and one hour of class.

Prerequisite: 265 or 270. Offered: Fall, Spring.

CHEM 433 - Nuclear Chemistry

K Brewer

Exploration of the fundamental concepts of nuclear and radiochemistry, including nuclear structure, stability, and decay processes with an examination of the application of radionuclides in medicine, nuclear weapons, and the synthesis of super-heavy elements.

Prerequisite: CHEM-265 or CHEM-322 or permission.

CHEM 551/552 - Senior Project (1)

The Department

An intensive research project carried out in association with a faculty member, culminating in a thesis.

Prerequisite: 371. Offered: Fall, Spring.

CHNSE-Chinese

CHNSE 110 - First-Term Chinese (1)

Jin and Huang

An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Four hours of class, with additional lab work and individual sessions for each student.

Offered: Fall.

CHNSE 120 - Second-Term Chinese (1)

The Department

Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional lab work and individual sessions for each student.

Prerequisite: 110. Offered: Spring.

CHNSE 130 - Third-Term Chinese (1)

Lin

Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional lab work and individual sessions for each student.

Prerequisite: 120 or consent of instructor. Offered: Fall.

CHNSE 140 - Fourth-Term Chinese (1)

The Department

Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional lab work and individual sessions for each student.

Prerequisite: 130 or consent of instructor. Offered: Spring.

CHNSE 160 - Modern China Through Film (1)

Wang

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, a rapidly changing society, to an everlasting patriarchy, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain broad understanding of Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English.

Crosslisted as: CNMS-160. Offered: Fall.

CHNSE 165 - Americans & Chinese: Case Studies of Cross-Cultural Communication (1)

Junqing Jia

Through film screening, role-play, skit performances and discussions, students learn to identify differences in the behavioral culture between Americans and Chinese. The course brings students of different cultural backgrounds together and conducts cross-cultural comparison through observation, first-hand experience sharing, and critical

analysis. It helps Americans to interact more effectively when dealing with Chinese counterparts in their future careers. It also helps Chinese native speakers to better adjust to the American culture. All course materials are in English or subtitled.

Offered: Fall.

CHNSE 200 - Third-Year Chinese I (1)

The Department

Designed for students who wish to use Chinese beyond everyday conversation. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese.

Prerequisite: 140 or consent of instructor. Offered: Fall.

CHNSE 210 - Modern and Contemporary Chinese Literature: Traditions and Modernities (1)

Wang

Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality.

Crosslisted as: LIT-210. Offered: Spring.

CHNSE 220 - Advanced Chinese II (1)

The Department

Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese.

Prerequisite: 200 or consent of instructor. Offered: Spring.

CHNSE 237 - Native-Soil in Chinese-Language Cinemas (1)

Chialan (Sharon) Wang

This course studies Chinese-language films and explores how "home" and "native-soil" are envisioned in the age of globalization. While examining films from China, Taiwan, Hong Kong, and Southeast Asia, students learn about socio-economic contexts in different Sinophone regions. We scrutinize the way the intersection between global capitalism and local mainstream cultures produces deviant imageries of "home" and "native-soil" from the perspective of the disenfranchised. All lectures and discussions in English. Requirements: presentations, class discussions, film viewings and a final paper.

Offered: Fall.

CHNSE 240 - Exploring the Roots of Contemporary Issues in China (1)

Junqing Jia

Through examining twelve contemporary issues in China, this introductory course on Chinese civilization will explore some fundamental themes that help to shape and define the culture. Students are expected to be engaged in readings, lectures, discussions, video screenings, and interviews. Issues that we will discover include the food and environment in China; Taoism’s transformation in modernity; Neo-Confucianism and the education system; media censorship and its background; the legacy and future of Chinese language, and so on. Taught in English. No prior knowledge of China is required.

Offered: Spring.

CHNSE 245 - Chinese-language Queer Cinema (1)

Chialan Sharon Wang

This course surveys Chinese-language queer cinema since the 1960s up to the contemporary period in China, Hong Kong, and Taiwan. It investigates the visual representation of gay, lesbian, and transgender desires within different historical and cultural contexts. While studying the historical development of the notion of queer and the mutual cultural influences across the regions, we will particularly discuss the way the term is mobilized as a trope for socio-political discourses, and the way the representation of queer negotiates mainstream ideologies.

Offered: Spring.

CHNSE 380 - Seminar: Transcultural Chinese-Language Cinema and Hollywood

Zhuoyi Wang

Does Hollywood cinema dictate its reception across the world? Are there clear-cut boundaries between non-Hollywood cinema’s submission and resistance to Hollywood? Facing worldwide competition, how does Hollywood maintain its dominance of global culture? This

seminar examines such questions by focusing on the nuanced negotiations between Hollywood films and diverse Chinese-language cultures, including China, Taiwan, and Hong Kong. Students will gain insight into Chinese-language films, literatures, and cultures as well as their own culture shaped by Hollywood-dominated media.

Crosslisted as: CNMS-380.

CHNSE 436 - Chinese Legends in Film

Zhuoyi Wang

Classic Chinese legends are a lavish source of inspiration for contemporary filmmakers. Film adaptations of the legends, including the Chinese domestic ¬box office bonanza Ne Zha and the internationally popular Mulan films, play a significant role in defining popular perceptions of Chinese culture both in and outside China. This seminar engages in an in-depth discussion of the complex and diverse ways in which the legend-based films construct a cultural narrative of China.

Prerequisite: Chinese 200.

CHNSE 442 - Cinematic Heroes and Heroines in Post-Mao China

Wang, Zhuoyi

In Maoist China, Mao was the ultimate figure at the pinnacle of the hero system that generated for most people aspirational feelings of eternal life. His death in 1976 initiated a search for a new hero system. Still on-going, the search has frequently changed its direction in the post-Mao discursive environment composed of complex ideological, economic, and artistic interactions and negotiations. This course closely examines the central role of cinema in this search. Students will gain an in-depth understanding of how films reflect and shape contemporary Chinese ideology and culture.

Prerequisite: Chinese 200. Crosslisted as: CNMS-442.

CHNSE 550 - Senior Project

The Department.

A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad.

Prerequisite: Limited to senior Chinese concentrators.

CLASC-Classical Studies

CLASC 105 - Classical Mythology (1)

Haley,S.

An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions.

Offered: Fall.

CLASC 115 - The Civilizations of Greece and the Near East (1)

The Department

An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art.

Crosslisted as: HIST-115.

CLASC 120 - Roman Civilization

Department

An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history.

Crosslisted as: HIST-120.

CLASC 125 - Church and State: Religious Education in Late Antique Rome

Martin Shedd

As Christians rose to predominance over the Roman world in the fourth through sixth centuries A.D., they faced governing a society built upon centuries of non-Christian traditions for everything from statecraft and holidays to literature and education. Prominent thinkers of the age grappled with whether the famous authors and works of the polytheistic past could be used responsibly in a Christian upbringing. This course will focus on the interrelationship between religious belief, moral values, and politics in the realm of education through the works of Late Antique Roman authors, both Christian and those following traditional Roman religion.

Crosslisted as: RELST-125. Offered: Fall.

CLASC 137 - Ancient Healing and Magic

Griffis

The world of antiquity was populated with spirits and invisible forces, and with attempts to breach the divide between this world and others. What did people hope to accomplish when they wore an amulet, threw sheep knuckles as dice in consulting an oracle, wrote on a curse tablet, or offered votives to a god? This course examines miracles and magic as modes of intervention, focusing on the first through fifth centuries CE. We will discuss the technologies of facilitating such encounter and multiple categories of magical activity through attention to archaeological artifacts and ancient texts.

Crosslisted as: HIST-137, RELST-137.

CLASC 138 - Sin

Sarah Griffis

Thinkers in antiquity disagreed about what acts or dispositions ought to be included in the category of wrongdoing, what the nature of sin was, and what, if anything, could be done about it. In this course we examine these conversations from antiquity. Most of our time will be spent on Greco-Roman sources from the first four centuries CE: the New Testament, early Christian apologists, martyr texts, sophists, legal historians, and philosophers. But part of our work will be understanding the legacy of thinking around sin that people in these centuries inherited. To that end, we will read about sin in the Hebrew Bible, a Greek tragedy, Aristotle, and Hellenistic Jewish writings.

Crosslisted as: RELST-138W, MDRST-138W.

CLASC 201 - History of Ancient Western Philosophy (1)

Clark

A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle.

Crosslisted as: PHIL-201. Offered: Spring.

CLASC 203 - Putting down roots: Environmental Approaches to Classical Antiquity

James Taylor

This course introduces students to the literature and theories used to interpret the complex relationship between the ancient Greeks and Romans and their environments. discussion topics include: the problem of defining nature cross-culturally; environmental determinism in classical thought and its legacy in modern racism; deforestation and its impact upon ancient imaginations; natural disasters; the unsustainable practices of ancient imperialism; the fall of the Roman Empire and its causes; and the impact of Christianity and Islam upon classical conceptions of nature.

Crosslisted as: ENVST-203. Offered: Spring.

CLASC 205 - Pompeii (1)

James Taylor

Provides an interdisciplinary introduction to the field of classical studies, focused through the Roman site of Pompeii and the eruption of Vesuvius in 70 CE. Through Pompeii, its destruction, and its remarkable level of preservation, we will study the art, architecture, archaeology, literature, philosophy, religion, history, daily life, sexuality, food, and social structures of Rome, as well as the place of Rome in the modern imagination. Students will gain a comprehensive overview of the many approaches and sub-disciplines represented within classical studies.

Offered: Spring.

CLASC 208 - Greek and Roman Medicine

Koenig

A study of the medical theories and practices of ancient Greece and Rome, their later influence, and their relationship with the literature, philosophy and culture of their surrounding societies. We will explore the development of medicine as a discipline in classical antiquity; analyze the evidence that survives for these medical traditions, with particular attention to the Hippocratic Corpus and the work of Galen; and consider points of intersection between issues raised in ancient texts and the concerns of modern medical practitioners.

CLASC 221 - Sites of Divine Encounter

Sarah Griffis

How did Christians, Jews, and others in antiquity imagine God/gods were active in their lives? What is the relationship between space and this divine-human encounter? This site-based class will consider these questions through attention to ancient texts and material culture, studying divine-human interaction at sites where it was thought to occur and the practices that facilitated it. We will explore, for example, a sacred tree in Athens, healing sanctuaries in Asia Minor, ancient city acropoleis, the earliest Christian churches, and underground temples to chthonic gods.

Crosslisted as: ARTH-221, RELST-221. Offered: Spring.

CLASC 235 - Greek Archaeology: A Look At the Past (1)

Feltovich

A study of major archaeological excavations and material remains of ancient Greece from the Bronze Age through the Hellenistic Period, with particular attention to the relationship between material remains and political and cultural history. Examines the exchange of archaeological and artistic influences with contemporary cultures of Europe, Africa and Asia.

Offered: Spring.

CLASC 240 - Classical Mythology (1)

The Department.

An examination and discussion of the myths of ancient Egypt, Greece and Rome, with particular focus on the reception of these myths in the literature, art, intellectual traditions and social issues of contemporary societies and analysis of how these myths continue to enrich our culture today.

Crosslisted as: RELST-240. Offered: Fall.

CLASC 257 - The New Testament

Griffis

A critical introduction to the literature and history of New Testament Christianity.

Crosslisted as: RELST-257.

CLASC 280 - Ancient Comedy (1)

Feltovich

Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apuleius, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

Crosslisted as: THETR-280. Offered: Spring.

CLASC 286 - The Byzantine Empire (1)

Eldevik

For more than 1000 years following the breakup of the Western Roman Empire, the Eastern Roman, or Byzantine, Empire, with its capital at Constantinople, preserved the legacy of imperial Rome in the medieval Mediterranean. This lecture-discussion course will explore the history of the Byzantine Empire, from the reign of Constantine the Great (ca. 330) to the fall of Constantinople to the Ottoman Turks in 1453. Religious, social, and political developments will be considered, along with medieval Greek contributions to the economy and culture of the wider Mediterranean world.

Crosslisted as: HIST-286. Offered: Spring.

CLASC 306 - Madness in Greek and Roman Literature

Kamil M

How did ancient Greeks and Romans conceive of madness? Was it a deviant behavior, a contagious disease, a divine punishment? What is the relationship between madness and music, madness and love, or madness and social control? How have understandings of madness changed from antiquity to the modern day? This course approaches these questions from multiple angles by reading from a range of genres, including ancient medical treatises, legal texts, comic and tragic plays, epic, and elegiac poetry. As we work to unravel the complex notion of madness in Greco-Roman antiquity, we will also scrutinize relevant modern phenomena, such as trauma, addiction, and deviance. All readings are in translation.

Prerequisite: One course in CLASC, GREEK, or LATIN.

CLASC 307 - Violent Femmes: Women in Athenian Drama (1)

The Department

Athenian tragedy abounds with women who use violence to challenge and disrupt hierarchical and institutional norms. Clytemnestra kills her husband and his concubine. Medea murders her children. We will consider these violent femmes in their dramatic context in relation to the historical reality of women living during this period in order to acquire a deeper understanding of the representation of women on the Athenian stage. We will read several tragedies and one comedy, as well as selections from contemporary scholars.

Prerequisite: one course in Classics or Greek or Latin or Women’s and Gender Studies.

CLASC 314 - Defining God: The Early Christian Councils

Martin Shedd

An in-depth, interactive exploration of the first four Ecumenical Councils of the Christian church, their political and historical background, and the conflicting theologies of the period. Students will engage in a several-week roleplaying exercise for the Council of Nicaea, taking on the character of one of the historical attendees, researching their doctrinal positions, and contributing their arguments to the conciliar debates. The second part of the course will cover the Councils of Constantinople, Ephesus, and Chalcedon, their theological debates, and relationship with the Council of Nicaea.

Prerequisite: One course in CLASC, GREEK, LATIN, or RELST. Crosslisted as: RELST-314.

CLASC 325 - Sexuality and Gender in Greece and Rome (1)

Shelley Haley

This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, sociology, and science. We will investigate the representation of gender cross-culturally over time to learn what we know, and what we can't know, about the lives of ancient men and women, their interaction, communication and their roles in culture and society. Particular attention will be given to the lives of women, whose voices are often underrepresented in Greek and Roman literature and historical records.

Prerequisite: 1 course in Classics or Women's Studies. Crosslisted as: WMGST-325. Offered: Spring.

CLASC 330 - Martyrdom in Antiquity

Sarah Griffis

The word "martyrdom" is a site of live debate about ethics, from religious extremist martyrs to the label "martyr complex." Who is willing to suffer, and for what? Is that willingness justifiable, pathological, or terrorism? Must one die, or is it enough to suffer?. Christians in antiquity also asked these questions in response to persecution under the Roman Empire, as well as in the centuries after. Others in antiquity too considered the difference between suicide and noble, voluntary death. We will analyze the phenomenon of martyrdom in antiquity through a variety of textual attestation.

Prerequisite: One course at the 200-level or above in RELST, CLASC or MDRST. Crosslisted as: MDRST-330, RELST-330. Offered: Spring.

CLASC 335 - Re-Imagining the Classics (1)

Weiner

Investigates how, and why, ancient Greek and Roman literature and art has influenced the history of literature, art and ideas since antiquity, with special emphasis upon comparing post-classical texts, artwork and performances with their classical sources of inspiration and provocation. Topics and readings vary according to the focus of the course in a given semester.

Prerequisite: one course in Latin, Greek or classical studies, or consent of instructor. Offered: Fall.

CLASC 345 - Life, Death, and the Cosmos: Lucretius and his Legacy

Jesse Weiner

This course investigates the enduring influence of Lucretius' poetry and philosophy in Western culture and religious thought. Lucretius was a Roman poet whose On the Nature of Things expounds Epicurean physics, cosmology, and ethics. Lucretius teaches that atomistic physics govern the universe and all its phenomena. This radical atheistic materialism challenged the religious, social, and political values of Rome while pushing the boundaries of science and poetry. Lucretius' controversial influence spans atomic physics to evolutionary biology to Botticelli to Thomas Jefferson to Frankenstein.

Prerequisite: One course in CLASC, GREEK, LATIN, PHIL, or RELST.

CLASC 372 - Unraveling Cleopatra (1)

Haley

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods.

Prerequisite: one course in classical studies or Africana studies. Crosslisted as: AFRST-372, WMGST-372. Offered: Fall.

CLASC 550 - Senior Seminar (1)

Jesse Weiner

Topics to be arranged.

Offered: Spring.

CLNG-Critical Languages

CLNG 121 - First Term Swahili (1)

The Program

Introduction in speaking, writing, reading and aural comprehension. Textbook readings and exercises with a strong emphasis on interactive verbal production. Highly interactive with supplemental Language Center projects and activities. Self-instructional format.

Offered: Fall.

CLNG 122 - Second Term Swahili (1)

The Program

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format.

Prerequisite: Swahili 121 or placement. Offered: Spring.

CLNG 141 - First Term Korean (1)

Helderle

Introduction in speaking, listening comprehension, reading, and writing. Small, highly participatory and interactive classes with a strong emphasis on spoken and listening comprehension skills to develop communicative competency. Self-instructional format that meets three times weekly with a student tutor with supplemental on-line and Language Center projects and activities. Midterm and final exams administered by an outside examiner.

Offered: Fall.

CLNG 142 - Second Term Korean (1)

Helderle

Continued study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format. Prerequisite, Korean 141 or placement. Maximum enrollment, 10.

Offered: Spring.

CLNG 207 - Third Term Hebrew

Helderle

Continued study of Hebrew grammar, writing, listening comprehension and verbal skills. Emphasis on verbal and listening comprehension proficiency. Highly interactive with supplemental Language Center activities and projects. Self-instructional. Meets 4 times weekly with a student tutor.

Prerequisite: Take HEBRW-107 & HEBRW-108, or placement. Offered: Fall.

CLNG 208 - Fourth Term Hebrew

Self-Instructional

Continued study of intermediate Hebrew grammar, writing, listening comprehension and verbal skills. Emphasis on verbal and listening comprehension proficiency. Highly interactive with supplemental Language Center activities and projects. Self-instructional. Meets 4 times weekly with a student tutor.

Prerequisite: Take CLNG-207 or placement. Offered: Spring.

CLNG 221 - Third Term Swahili (1)

The Program

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format.

Prerequisite: Swahili 121 and 122 or placement. Offered: Fall.

CLNG 222 - Fourth Term Swahili (1)

The Program

Advanced level study with emphasis on verbal proficiency, reading and listening comprehension. Highly interactive with supplemental Language Center projects and activities. Self-instructional format.

Prerequisite: Swahili 121, 122, 221 or placement. Offered: Spring.

CLNG 241 - Third Term Korean

Helderle

Intermediate level study with emphasis on verbal proficiency, reading and listening comprehension. Highly

interactive with supplemental Language Center projects and activities. Self-instructional format.

Prerequisite: Korean 142 or placement.

CLNG 242 - Fourth Term Korean (1)

Self-instructional

Strengthening of grammar and vocabulary with emphasis on verbal proficiency, listening comprehension and reading.Highly interactive with supplemental Language Center activities.

Prerequisite: Korean 241 or placement.

CLNG 341 - Fifth Term Korean (1)

Self-Instructional/Helderle

Strengthening of grammar structures and vocabulary in speaking, writing and reading. Highly interactive with emphasis on listening comprehension and communicative skills.

Prerequisite: CLNG 242 or placement. Offered: Fall.

CLNG 342 - Sixth Term Korean (1)

Self-instructional/Helderle

Strengthening of grammar structures and vocabulary in speaking, writing and reading. Highly interactive with emphasis on listening comprehension and communicative skills.

Prerequisite: Korean 341 or placement. Offered: Spring.

CNMS-Cinema and Media Studies

CNMS 110 - Ways of Seeing: Vision, Technology, Media

Bair

This course provides students with a historical and theoretical foundation for understanding how contemporary visual media informs, persuades, and shapes our experience. Our starting points will often be the types of images that surround us today: social media news feeds and advertisements, infographics, selfies, stock photos, and CAPTCHA tests. Students will engage with foundational texts in visual and media studies and develop tools to critically analyze, discuss, and write about the images that come to us through physical and virtual networks.

Crosslisted as: ARTH-110, DARTS-110.

CNMS 120 - Introduction to the History and Theory of Film (1)

MacDonald

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience.

Crosslisted as: ARTH-120, LIT-120. Offered: Fall.

CNMS 125 - Introduction to History and Theory of New Media (1)

What makes new media "new"? How do new media compare with, transform or incorporate earlier media? Examines the production, circulation, and reception of visual and sonic media, with emphasis on how consumers and artists shape the uses and values of media. Covers key issues raised by new media through close study of critical essays and creative texts. Examples of old and new media include the phonograph, radio, film, turntable, social networks, fantasy sports and gaming, podcast, MP3, Auto-Tune, hypertext literature and digital poetry.

Crosslisted as: AMST-125.

CNMS 130 - Introduction to Visual Studies (1)

James Bloom

Our world is saturated by images, from the screens that surround us to retinal projection, yet most of us struggle to interpret what we see. We are immersed in visual technologies that shape our behavior, from computer games to AR, yet few of us know how such technologies are created. The course introduces students to a critical examination of images both by tracing current visual technologies to their historical origins and by working with emerging technologies to produce such applied examples as: logo design, digital mapping, and 3-D modeling within the context of a Digital Studio component.

Crosslisted as: ARTH-130. Offered: Fall, Spring.

CNMS 135 - The Classics on Film (1)

Rubino

A study of films reflecting ancient Greek and Roman

themes, including westerns (such as Unforgiven and The Searchers), works of science fiction (such as Star Wars and Blade Runner), detective stories (such as The Maltese Falcon), and films explicitly based on Greek and Roman sources (such as Spartacus and O Brother, Where Art Thou). Classical texts will be juxtaposed with their film representations, there will be readings from modern writers on film and the classics, and attention will be given to the way in which films about the ancient world reflect the times in which they were made.

Crosslisted as: CLASC-135. Offered: Spring.

CNMS 160 - Modern China Through Film (1)

Wang

Examines how films produced in diverse socio-economic contexts generate conflicting modern representations of China, ranging from a legendary land, a rapidly changing society, to an everlasting patriarchy, and how these representations produce hegemonic and subversive cultural knowledge. Students will gain broad understanding of Chinese cinema and history, theory of film and cultural studies, and pertinent Hollywood films. All films have English subtitles. Requirements include film viewings, presentations, quizzes, class discussions and a final paper. All lectures and discussions in English.

Crosslisted as: CHNSE-160. Offered: Fall.

CNMS 205 - Broadcasting Freedom: Protest, Power, and Black Media

Introduces the media's role (including print, radio, television, and digital) in defining
Black freedom movements, including Garveyism, Pan-Africanism, the Harlem Renaissance, negritude, the Civil Rights movement, and Black Power. Traces the transformation of the political landscape (and soundscape) through radio, television, and digital media, and their role in broadcasting the Black freedom movement for audiences in the United States and beyond. (Social, Structural, and Institutional Hierarchies.) Day Moore.

CNMS 225 - Mass Media and the Jewish Experience

Bair

Jews' relationship to mass media has long been stereotyped and misunderstood. This course raises questions about race, ethnicity, and modern media by exploring the intersecting developments in mass media – including publishing, photography, film, and television – with Jewish history in Europe and the United States. How and why did media industries offer Jews social mobility? How do different media enable assimilation, passing, or stereotyping? How and when have Jews used visual media to assert their identity, including by aligning with other minorities and outsiders? Topics include print culture in Eastern Europe; the Yiddish avant-garde; Jewish Hollywood; Zionist aesthetics; photojournalism and the Holocaust; and Jewish photographers in the Civil Rights Movement.

Crosslisted as: ARTH-225, RELST-225.

CNMS 228 - Philosophy and Film

Doran

Explores film through the lens of philosophy and conversely. Most philosophers agree that films illustrate philosophical problems, raise philosophical questions, or record philosophical arguments. But there is no such agreement on the more interesting question of whether films can also advance philosophical positions. We will focus on American social and institutional hierarchies. We will watch and examine movies that take up issues of race and racism, class and classism, and sex and sexism. And more. Students will be required to watch together one movie one evening every week.

Prerequisite: One course in Philosophy or one course in Cinema and Media Studies. Crosslisted as: PHIL-228. Offered: Spring.

CNMS 236 - The Visual Culture of Modernity

Nadya Bair

This course explores modernity as a revolution in vision and representation. Students will learn about a range of visual media and experiences that emerged between 1850 and 1930, including photography, posters, panoramas, electric lighting, world fairs, and cinema. We will also consider the evolution of painting in light of the larger political, economic, and technological changes of modernity. Our focus will be on Europe and North America in a global context, particularly as we consider how the international circulation of ideas and people resulted in uniquely modern ways of understanding and visualizing the world.

Crosslisted as: ARTH-236 HIST-236.

CNMS 237 - The Visual Culture of Modernity at War

Nadya Bair

An examination of art and media from the rise of fascism in the 1920s and the outbreak of World War II in 1939 to

postwar reconstruction and the entrenchment of the Cold War in the 1950s. We will study a range of visual material – including film, newsreels, photographs, paintings, illustrations, and comics – not simply as representations of war, but as the cultural fronts on which an unprecedented global conflict unfolded. Students will learn about the evolution of artistic practice and popular culture in Allied and Axis nations, and consider how visual media worked as propaganda, news, and entertainment.

Crosslisted as: ARTH-237 HIST237.

CNMS 268 - Political Film

Klinkner

Course covers the silent era to the present and examines how films both reflect and influence politics. Topics include the Great Depression, Cold War, politics of race, gender, and class, war films, and the political process. Focus is primarily on American politics, but also includes international films with significant political content.

Prerequisite: 116 or consent of instructor. Crosslisted as: GOVT-268. Offered: Fall.

CNMS 290 - Facing Reality: A History of Documentary Cinema (1)

MacDonald

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary.

Crosslisted as: ARTH-290, LIT-290. Offered: Spring.

CNMS 291 - American Film Comedy: Classic and Modern (1)

MacDonald

An exploration and analysis of major contributions to the history of American film comedy, from its origins in slapstick to the flowering of silent physical comedy in the 1910s and 20s (performer/directors Charlie Chaplin, Buster Keaton, Harold Lloyd); to the sophisticated comedy that dominated the early decades of sound (directors Ernst Lubitsch, George Cukor, Howard Hawks, Billy Wilder); to attempts in the 1960s and 70s to rethink comedy by commercial directors and independent filmmakers working "underground" (George Kuchar, John Waters); to recent work that has built on this tradition.

Crosslisted as: ARTH-291. Offered: Spring.

CNMS 301 - Avant Garde: Cinema as Theory and Critique (1)

MacDonald

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage.

Crosslisted as: ARTH-301, LIT-301. Offered: Fall.

CNMS 304 - Religion and Media

Rodriguez-Plate

Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games.

Prerequisite: One course in Religious Studies or consent of instructor.

CNMS 314 - Digital Approaches to Print Media

Bair

How can digital tools help us understand print visual culture? This research lab-style seminar integrates humanistic inquiry with a collaborative research and project design process integral to STEM fields. Students will read cutting edge work on artist and illustrated magazines including *Life, Vogue,* and *National Geographic* and explore digital humanities projects that offer new ways to explore histories of print media. Students will learn about the possibilities and limits of digital tools such as mapping, visualizations, text mining, and neural networks, and design their own projects utilizing digitized collections of illustrated magazines.

Prerequisite: A 200-level course in Art History, History, or Cinema & Media Studies, or permission of the instructor. Crosslisted as: ARTH-314 DARTS-314.

CNMS 316 - African Americans in American Cinema (1.00)

Scott MacDonald

Exploration of the history of cinema produced by African Americans and the representation of African Americans in cinema. Topics include early cinema, D.W. Griffith's Birth of a Nation; Oscar Micheaux and the "race films" of the 1920s-1940s; early jazz films; Richard Wright's Native Son as novel and films; radical 1960s-1970s experiments by William Greaves, Melvin Van Peebles, and the "LA Rebellion"; Daughters of the Dust; Spike Lee, and Marlon Riggs. Course hosts visits by accomplished filmmakers and scholars.

Crosslisted as: ARTH-316.

CNMS 325 - Media Theory and Visual Culture (1)

We are bombarded with images, in myriad forms, on a daily basis. How do we interpret and analyze them? What is the relationship between an online advertisement for a movie and the movie itself, between a television program and a video game? An overview of contemporary media theory as it relates to visual culture in the 21st century. Readings will include seminal works in psychoanalytic theory, cultural studies, semiotics, postmodern theory, new media studies and visual studies.

Crosslisted as: AMST-325. Offered: Spring.

CNMS 330 - Digital History and New Media: Theories and Praxis (1)

Nieves

Focuses on the process of creating digital history and the impact of digital media technologies on the theory and practice of U.S. history and critical race theory, broadly defined. Readings, labs/workshops and discussions address the philosophy and practice of digital history, questioning how digital tools and resources are enabling and transforming analysis both in traditional print scholarship, and in emerging digital scholarship across the humanities.

Crosslisted as: AMST-330.

CNMS 335 - Media and Production (1)

Janet Simons

Students in this course will produce digital media projects that explore the aesthetic, educational, and technological issues of using media to communicate human experience. They will learn how to make choices that reflect the history of audiovisual media production in combination with convergent digital culture and their own creative ideas. Students will engage the language of film, the functions of scripts and storyboards, and production management. They will understand the conceptual underpinnings of multimedia technologies and use of digital technologies and equipment.

Prerequisite: ARTH/CNMS/CPLIT 120, Art 213, or permission of instructor. Offered: Fall.

CNMS 350 - Gender and Cyberculture (1)

Explores critical approaches to media through the intersection of gender and the technological imaginary. Investigates how the production, use and circulation of digital media affect notions of representation, identity, the body and consciousness. Close visual and textual analysis of the ways writers, artists and theorists have conceived these issues.

Crosslisted as: AMST-350.

CNMS 356 - Introduction to Japanese Film

Omori

This course traces the history of one of the world's most innovative film industries. Since the early 20th century, Japanese filmmakers have experimented with and improved upon cinema. Their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we will cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context.

Prerequisite: Any course in Cinema and Media Studies, Asian Studies, or Japanese, or consent of the instructor. Crosslisted as: JAPN-356.

CNMS 365 - Major Figures in Cinema (1)

MacDonald

Focus on crucial contributors to the wide world of cinema. The work of one, two, or three particular filmmakers, each from a different sector of the geography of cinema, will be examined in detail.

Prerequisite: ARTH/CNMS/CPLIT 120; or ARTH/CNMS/CPLIT 290; or ARTH/CNMS/CPLIT 301; or permission of the instructor. Crosslisted as: ARTH-365. Offered: Spring.

CNMS 380 - Seminar: Transcultural Chinese-Language Cinema and Hollywood

Zhuoyi Wang

Does Hollywood cinema dictate its reception across the world? Are there clear-cut boundaries between non-Hollywood cinema's submission and resistance to Hollywood? Facing worldwide competition, how does Hollywood maintain its dominance of global culture? This seminar examines such questions by focusing on the nuanced negotiations between Hollywood films and diverse Chinese-language cultures, including China, Taiwan, and Hong Kong. Students will gain insight into Chinese-language films, literatures, and cultures as well as their own culture shaped by Hollywood-dominated media.

Crosslisted as: CHNSE-380.

CNMS 401 - Meta-Cinema: Films Made from Other Films

Scott MacDonald

Meta-Cinema focuses on what has become a major tradition in moving-image media-making: the use of the ever-growing archive of film/video history as source material for new forms of moving-image experience. What began as experimental forms of documentary and avant-garde filmmaking has become one of the most productive approaches to modern media-making. A diverse array of filmmakers from across the globe have used and are using the previous history of cinema and the evolution of on-line sites (YouTube, etc.) as raw material for fashioning new interpretations of history, for theorizing the impact of mass media, and for providing a variety of new forms of audio-visual creativity.

CNMS 442 - Cinematic Heroes and Heroines in Post-Mao China

Wang, Zhuoyi

In Maoist China, Mao was the ultimate figure at the pinnacle of the hero system that generated for most people aspirational feelings of eternal life. His death in 1976 initiated a search for a new hero system. Still on-going, the search has frequently changed its direction in the post-Mao discursive environment composed of complex ideological, economic, and artistic interactions and negotiations. This course closely examines the central role of cinema in this search. Students will gain an in-depth understanding of how films reflect and shape contemporary Chinese ideology and culture.

Prerequisite: Chinese 200. Crosslisted as: CHNSE-442.

CNMS 500 - Senior Seminar in Cinema and Media Studies (1)

Faculty

Exploration and discussion of topics that relate to both cinema studies and media studies. Students will deepen their understanding through individually-designed research projects, peer reviews and workshops. This seminar will be taught by the director of the Cinema and Media Studies program with collaboration from other faculty in CMS. Students who achieve a grade of 88 or better will be encouraged to pursue an honors project.

Prerequisite: Consent of Instructor. Offered: Fall.

CNMS 550 - Senior Honors Project (1)

Faculty

The Senior Honors project in Cinema and Media studies allows students the opportunity to demonstrate independence, maturity and mastery as emerging scholars and/or media producers. Honors projects require a written proposal or abstract with an annotated bibliography signed by the student's proposed advisor. The director in consultation with the CMS faculty will approve proposals and assign a second faculty member to the student's advisory committee.

Prerequisite: Consent of Instructor. Offered: Fall, Spring.

COLEG-College Courses and Seminars

COLEG 101 - Special Topics in Leadership: Levitt Leadership Initiative Commitment Project Lab (0.25)

Susan Mason

This course extends content taught in the Levitt Leadership Initiative (LLI) through expanded coverage of organizational and team leadership processes. Ongoing study of leadership theory in practice is offered. Study and use of appropriate design, development, implementation, and evaluation protocols is offered. Culminating activity is the implementation of students' Commitment Project Proposals into actionable ventures in the local or larger community.

Prerequisite: Enrollment restricted to Levitt Leadership Initiative participants. Offered: Spring.

COLEG 104 - Numbers in Nature

Jessica Kelly

This course will explore mathematical patterns found in nature, such as tessellations, the Fibonacci sequence, the golden ratio, and pi. Students will work in small groups to make observations, discover relationships, and solve problems in the context of the natural world. Emphasis will be on the process by which the student discovers and draws conclusions from patterns.

Prerequisite: One year of high school algebra.

COLEG 105 - A World of Impending Disaster (1)

Ben Smith

Explores natural hazards, both modern and historical, and their effect on humanity. The course seeks to provide students with an accurate data-driven framework for understanding catastrophes of a non-human origin while contrasting scientific with media accounts of these disasters. Investigates geologic, hydrologic, celestial, and biological hazards, and their impact on society; will contrast quantitative and qualitative reports, including government data, accounts in popular media, and scientific reports. Course culminates in a research project on a particular disaster.

Prerequisite: One year of high school algebra. Offered: Spring.

COLEG 110 - Special Topics in Leadership: Leadership Experience and Preparation (LEAP) for First-Year Students. (0.25)

Mason

Designed for first-year students to explore and apply leadership practices within our College community from interdisciplinary perspectives, e.g. humanities, sciences, arts, and social sciences. Using readings, guest lectures, peer tutors, and projects, students learn about their personal leadership styles and pursue activities that will connect them with other first-year students across diverse academic and co-curricular interests. Topics addressed include: self-awareness, individual and group communication and networking approaches within the Hamilton Community.

Offered: Spring.

COLEG 140 - Levitt Leadership

Susan Mason

This course focuses on the theory and practice of transformational leadership as impacted and reinvented by remote and virtual processes. Students will study, experience, apply and reflect on virtual transformational leadership through the lens of group process, communication, and action.

Offered: Spring.

COLEG 170 - Reflection on Self in Community

Dean of Engaged Education, ALEX advisors, or others with appropriate credentials for teaching at the college level

Reflection can help you improve your inquiry and critical thinking skills and understand yourself better, in keeping with the College's educational goals and priority to "Know Thyself."

In this course, you'll practice and share guided reflections on self (identities, values, skills/talents, passions, motives, etc.) in the context of the overt and hidden curriculum of Hamilton College. How can you be more conscious of and intentional about how you are situated here, how you want to show up, and what you want to achieve?

COLL 170 is intended for first-year and transfer students, and can connect to or augment ALEX advising and First-Year Experience activities.

COLEG 204 - Narrating ''Natural'' Disaster in the U.S.

Jennifer Ambrose

This course explores the stories that get told (and those that don't) about natural disasters, who tells those stories, and for what purposes. Focusing on 21st century catastrophes—both within and beyond U.S. borders—such as Hurricanes Katrina,and Maria, the Haiti earthquake, the Greensburg,KS tornado;the Indian Ocean tsunami;and the Fukushima Daiichi nuclear disaster,we will analyze how disaster narratives are shaped by race, class, economic and financial considerations, bureaucracies, science, technology, news media, and attempts to define America as a nation, a society, and a culture.

Offered: Spring.

COLEG 215 - The Virtual Leader and Organization: Observation and Analysis

Susan Mason

Organizational culture, communication, and climate have had to rapidly transform to address the new reality of

inclusive virtual practices and systems. Such massive and systemic change offers both profound leadership challenges and opportunities. To better understand these dynamics this course will use readings, presentations from virtual change management practitioners, and field interviews/observations of virtual on-campus student groups and/or local community organizations.

Prerequisite: COLEG 140 or permission of instructor. Offered: Spring.

COLEG 217 - Beyond speeches: Genres of oral communication

Amy Gaffney

Oral communication is much more than political speeches or boardroom presentations. This course explores genres of oral communication as they vary across disciplines and contexts, while also considering how technology has impacted the ways in which people express themselves. By examining the development and use of oral communication approaches, students will develop a deeper understanding of the constraints and opportunities offered by various genres of communication. Speaking Intensive.

COLEG 223 - Gender and Violence in the Middle Ages (1)

Eldevik and Terrell

An introduction to the field of medieval and renaissance studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history and art, examines the intersection of ideas about the body, gender and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc.

Prerequisite: one 100-level course in literature or history, or AP 4 or 5 in English or History. Offered: Spring.

COLEG 225 - Nature, Art, or Mathematics? (1)

Bedient, Thickstun

How do humans perceive or impose patterns onto the natural world and onto their lives? What is "really" out there and how do we describe it? An examination of chaos theory, fractal geometry, landscape architecture, and theories of tragedy in relation to Tom Stoppards's play *Arcadia*.

Prerequisite: any course in literature, mathematics or theatre. Offered: Fall.

COLEG 229 - The American Founding: Ideals and Reality (1)

Ambrose and Martin

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America.

Prerequisite: Government 117, Philosophy 117 or a 100-level course in history. Crosslisted as: GOVT-229, HIST-229. Offered: Fall, Spring.

COLEG 236 - Thought for Food: The Culture and Politics of Food (1)

Guttman

A multi-disciplinary approach to study of the food system. Examination of the origins of culinary traditions, contemporary politics of the food movement, the GMO debate, food sovereignty, hunger and food security, and Slow Food. Laboratory sessions include activities in the Community Farm, tastings, and cooking instruction with the college.

Crosslisted as: ENVST-236. Offered: Fall.

COLEG 237 - Food for Thought. Introduction to the Science of Food. (1)

J. Townsend

An interdisciplinary exploration of food with focus on nutrition biology of food and food science; the history of food and contemporary issues related to food production and the food industry. Tastings, films, gardening.

Prerequisite: one course in Biology or Chemistry. Crosslisted as: ENVST-237. Offered: Spring.

COLEG 250 - Rethinking Standard(ized) English: Studying Language Politics and Writing

Alexandria Hanson

We use language every day to communicate our ideas, perspectives, values, and beliefs, but what does our language communicate about us? How do others make assumptions related to gender, race, socioeconomic class, education, and other identity markers based on our language practices, particularly related to standardized

American English (SAE)? This course will explore these questions, as well as how beliefs and values around SAE are reflected in educational, social, and political institutions and systems. Drawing on scholarship in Composition and Rhetoric, Linguistics, Education, and Literacy Studies, as well as our own personal, lived experiences, we will interrogate and analyze the relationships between language and identity, including how these relationships shape linguistic ideologies.

COLEG 260 - Leadership: Theories and Practices (1)

This course offers an introduction to the basic theories, concepts, methods, and practices of leadership in all types of organizational cultures and settings. Review and critical evaluation of classical and emerging theories of leadership is offered. Emphasis is placed on the impact and influence of power, ethics, public discourses, and technology on 21st century leadership strategies and practices.

Offered: Fall.

COLEG 274 - Justice Laboratory: Internship and Observation

Frank Anechiarico

Students will work two 3 hour, half-day periods each week Requires discussion, journaling and a research paper that synthesizes various parts of the Justice Lab.

Corequisite: Part of the integrated, 4 course Justice Lab. Crosslisted as: PPOL-274.

COLEG 290 - LACOL Summer Data Science (0.75)

C. Beck

Data play a central and important role in scholarship, research, and modern society. Data science is a collection of analytical and computational methods to enable insight, understanding, and predictions to be drawn from data. This course provides an introduction to methods of data science, including visualization, manipulation, programming, and modeling. The goal is to foster students' confidence in applying the tools and methods of data science to study problems across disciplines ranging from the social sciences, environmental science, psychology, medicine, ecology, chemistry, and physics.

Prerequisite: Permission of instructor. Offered: Summer.

COLEG 291 - LACOL Summer Digital Humanities

Claire Mouflard

The Summer Digital Humanities class is intended for students at a beginning to intermediate level with at least some familiarity with digital scholarship techniques and practices. Applicant considering this course should feel familiar with at least 2 of these concepts: Common file formats: CSV, txt, jpg, png; Spreadsheets; screen-scraping data from a website; command line (file paths, basic commands); regular expressions HTML, CSS, or other aspects of web design; Familiarity with basic scripting or coding (examples: Python, R or similar).

Prerequisite: Permission of the instructor. Offered: Summer.

COLEG 340 - Ethnography of Leadership in Organizations (1)

S. Mason

Study and investigation of organizational leadership theories and practices from a liberal education standpoint. Specific attention to how organizational culture, ethics, and communications systems influence leadership practices and decision-making processes. Review of contemporary leadership models that address diversity, globalization, transformational leadership, change dynamics, and uses of power. Use of experiential learning and inquiry-based field study to examine leadership practices in on-campus student groups and within organizations in Washington, DC, over spring break.

Prerequisite: Minimum overall GPA of 2.5, recommendation from professor or academic advisor, and completion of Levitt Leadership Institute, or permission of the instructor. Offered: Spring.

COLEG 341 - Levitt Leadership Institute: Leadership in Movements and Organizations

Margo Okasawa-Rey

This course focuses on understanding community-mobilization, organizational leadership models and perspectives for creating social change. It will promote an intersectional understanding of campus and community conditions that give rise to damaging experiences. Students will collaboratively develop leadership change strategies that oppose more common, "expert"-driven approaches. Required field study: week one of spring break. Prerequisite: participation in LLI (January) and Intro level WMGST, PPOL, AFRST, or SOC course and consent of the instructor.

Prerequisite: Prerequisite: Participation in LLI (January) and Intro-level course in WMGST, PPOL, AFRST, or SOC and consent of the instructor. Crosslisted as: PPOL-

341, AFRST-341, SOC-341,WMGST-341.

COLEG 395 - Hamilton in New York City: Auxiliary Special Topic Course

The Faculty

Topic changes each term to reflect the discipline of the director of the Program in New York City. Many resident directors use College 395 as a practicum in which the group takes field trips, or guest speakers join the class, or the class screens documentaries.

For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May include fieldwork. May count toward the concentration in the department or program of the director.

COLEG 396 - Hamilton in New York City: Independent Study

The Faculty

An independent study supervised by the director of the Program in New York City and based on an internship and additional research. For a more specific description, see www.hamilton.edu/academics/programs_abroad/nyc/. May count toward the concentration or minor in the department or program of the director.

COLEG 397 - Hamilton in New York City: Internship

The Faculty

Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. For more information, see www.hamilton.edu/academics/programs_abroad/nyc/. Does not count toward concentration credit.

COLEG 398 - Hamilton In New York City: Anchor Themed Seminar

The Faculty

Foundational course of the program in New York City, organized around the semester's designated theme. See www.hamilton.edu/academics/programs_abroad/nyc/ for the semester's focus.

CPSCI-Computer Science

CPSCI 100 - Contemporary Computing Concepts (1)

Hirshfield

The course demonstrates how modern, familiar instances of computing technology–Siri, jpeg files, streaming data, the cloud, hacking, social media, drones, self-driving cars and Watson–all derive from the "big ideas" that make up the field of Computer Science. Topics include what it means to "compute," building machines to compute, how humans communicate with computers, computer networks, computer security, current and future computer applications. Students will use a variety of programs to experiment with all ideas presented. No knowledge of computer programming required.

Offered: Fall.

CPSCI 101 - Computer Science for All (1)

The Department

The first course in computer science is an introduction to algorithmic problem-solving using the Python programming language. Topics include primitive data types, mathematical operations, structured programming with conditional and iterative idioms, functional abstraction, and objects. Students apply these skills in writing programs to solve problems in domains across the liberal arts. No previous programming experience necessary.

Offered: Fall, Spring.

CPSCI 102 - Design Principles (1)

The Department

A second course in programming, concentrating on principled software design techniques. Topics include class design, effective functional decomposition, recursion, and structured data. Students will continue to develop programming proficiency by writing programs in the C++ programming language. Course discussion will emphasize, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and an introduction to data structures.

Prerequisite: 101. Offered: Fall, Spring.

CPSCI 105 - Explorations in Computer Science (1)

Perkins

Music and Generative Art. We will learn the language Ruby and use it to create music, and then we will learn the language Processing and use it to create generative art. Generative art is art that is created by an autonomous system that has partial or full control of the output. Students will learn fundamental programming techniques via Ruby and music, then re-apply what they have learned via Processing and art. No prior computer experience, nor

any particular musical skill, expected. Not open to students who have completed 110. May not be counted toward the concentration or the minor.

Offered: Spring.

CPSCI 110 - Introduction to Computer Science (1)

The Department

The first course in computer science is an introduction to algorithmic problem-solving using the Python programming language. Topics include primitive data types, mathematical operations, structured programming with conditional and iterative idioms, functional abstraction, objects, classes and aggregate data types. Students apply these skills in writing programs to solve problems in a variety of application areas. No previous programming experience necessary.

Offered: Fall, Spring.

CPSCI 111 - Data Structures (1)

Strash

A second course in programming, concentrating on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language which implement the following classic data structures, among others: stacks, lists, queues, hash tables, and trees. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting.

Prerequisite: 110, or placement by the department.
Offered: Fall.

CPSCI 112 - Problem Solving and Data Structures (1)

Bailey

An accelerated first course in programming. Students demonstrate skill in writing programs to solve problems using Python in a variety of application areas. Concentrates on the implementation of dynamic structures for data representation. Students will write programs in the C++ programming language to implement classic data structures. Course discussion will emphasize recursion, efficient implementations in terms of memory space and running time, computational complexity of algorithms, and introduction to two important fields of study: searching and sorting.

Prerequisite: High school AP Computer Science A score of 4 or 5 or placement by the department. Offered: Fall.

CPSCI 123 - Discrete Mathematics (1)

Perkins

Study of mathematical models and techniques commonly used in computer science. Emphasis on analytical and logical skills, including an introduction to proof techniques and formal symbolic manipulation. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Topics will be reinforced with hands-on experiences using the ML programming language. Appropriate for students with strong pre-calculus backgrounds. No previous programming experience necessary.

Offered: Spring.

CPSCI 200 - Social, Structural, and Institutional Hierarchies (0)

The Department.

This course is taken concurrently with a course approved for the student by the department that aims to satisfy the department’s Social, Structural, and Institutional Hierarchies requirement. Satisfactory completion of this course requires successful completion of the approved course.

Offered: Fall, Spring.

CPSCI 205 - Technologies Seminar

Bailey

A survey of current technologies used in professional software development. Classes will consist of presentations and discussions of the day's technology.

Prerequisite: Consent of the instructor.

CPSCI 207 - Topics in Computer Science I (1)

Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks, genetic algorithms and parallel computation.

Prerequisite: any computer science course and consent of the instructor.

CPSCI 210 - Applied Theory (1)

Perkins

An investigation of the nature of computation through

development of several models of computation. Topics include finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy, discussion of computational complexity, and illustration of how these abstract models of computation may be applied to language recognition problems such as lexical analysis and parsing.

Prerequisite: 123; or, senior standing and permission of instructor. Offered: Fall.

CPSCI 220 - Principles of Programming Languages (1)

Campbell.

Investigation into the nature, features, design and implementation of programming languages. Students will gain experience with a wide variety of programming languages through programming exercises. Topics will include, among others, object-oriented programming, functional programming, higher-order functions, type systems and polymorphism.

Prerequisite: CPSCI-102, CPSCI-111, or CPSCI-112; or, senior standing and permission of instructor. Offered: Fall.

CPSCI 230 - Algorithms and Data Structures

The Department

A study of fundamental algorithms and data structures from the canon, emphasizing correctness, and trade-offs between techniques, alongside deliberate coverage of topics from discrete mathematics. Topics include running time and space analysis, invariants as a means of proving correctness, and the divide-and-conquer, greedy, and dynamic programming algorithm design paradigms. Specific problems include graph traversals, (optimal) sorting/searching, minimum spanning tree and shortest paths, longest common subsequences, balanced search trees, heaps, hashing, and union-find for disjoint sets.

Prerequisite: CPSCI-102.

CPSCI 240 - Computer Organization and Assembly Language (1)

Bailey.

A study of the connection between high-level programs and the machines on which they run by means of extensive programming experience using assembly language. Topics will include translation of high-level language idioms into assembly language, number systems and representation schemes, exceptions, interrupts, polling, and an introduction to the structure of the underlying hardware. In the final project, students develop an assembler.

Prerequisite: CPSCI-102, CPSCI-111, or CPSCI-112 or senior standing and permission of instructor. Offered: Spring.

CPSCI 290 - Programming Challenges (0.25)

The Department

Study of classic programming problems from regional and national programming competitions. Students are required to participate in a regional programming contest.

Prerequisite: CPSCI-102 and consent of Instructor. Offered: Fall, Spring.

CPSCI 298 - Computer Science Research

The Department

Independent work on a research project under supervision of a faculty member.

Prerequisite: Consent of Instructor.

CPSCI 307 - Topics in Computer Science II

Strash

Investigating the intersection of computing and geometry using the lens of algorithms and data structures. A combination of theory and programming. Topics include the representation of geometric objects, the challenges of computing with them, and classical problems, such as convex hulls, range searching, line segment intersection, lower envelopes, linear programming; as well as well-known algorithmic techniques and data structures: the sweepline method, range trees, interval trees, k-d trees, among others.

Prerequisite: CPSCI-111 and CPSCI-123, or CPSCI-230.

CPSCI 310 - Compilers (1)

Campbell.

Study of the translation of high-level languages into assembly language. Topics will include tokenizing, parsing, type checking, code generation and optimization. Each student will implement a significant portion of a compiler. Programming intensive.

Prerequisite: 210, 220 and 240. Offered: Fall.

CPSCI 320 - Computer Architecture (1)

Bailey

Study of how computers are built. Starting with fundamental logic gates, students will learn how to construct fundamental computational, memory and control components using digital logic. Students study the implementation of arithmetic logic units, processor control and datapath design. Topics will include performance analysis, pipelining, cache design, virtual memory, disk storage, and multicore design. Theory intensive.

Prerequisite: 240. Offered: Spring.

CPSCI 330 - Algorithms (1)

Strash.

Discussion of the canon of standard algorithms, with analysis of time and space complexity. Topics will include, among others: sorting, searching and selection; numerical algorithms; string matching; graph algorithms; parallel algorithms; non-determinism and NP-completeness. Theory intensive.

Prerequisite: 111 or 112, and 123. Offered: Fall.

CPSCI 340 - Operating Systems (1)

Study of the design and implementation of computer operating systems. Students will develop at least four significant projects related to the topics of process scheduling, interprocess communication, memory management, file systems, access control, device drivers and security. Programming intensive.

Prerequisite: 240. Offered: Spring.

CPSCI 350 - Database Theory and Practice (1)

The Department.

A study of modern database systems. Topics include data models, query languages, topics in database design, efficiency issues in query processing and database system architecture. Typical activities will consist of design and analysis of parts of a relational database, implementing queries in the SQL language, and time and space analysis of possible database architectures. Theory intensive.

Prerequisite: 111 or 112. Offered: Spring.

CPSCI 360 - Developing Accessible User Interfaces

Morrison-Smith

Introduction to access technology and the development of accessible systems. In this course, students build and evaluate various access technologies. This course teaches students the deep inner workings of today's user interface technology and serves as a guide for building the user interfaces of the future. Topics include: text-to-speech, speech recognition, screen readers, screen magnification, alternative input, tactile displays, and web transformation. Programming intensive.

Prerequisite: CPSCI-220.

CPSCI 375 - Artificial Intelligence

Helmuth.

Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive.

Prerequisite: CPSCI-220 or CPSCI-230. Crosslisted as: NEURO-375.

CPSCI 380 - Theory of Computation (1)

The department

This course provides a thorough examination of the fundamental concepts underpinning all of computation. The course introduces the ideas of formal languages and computational models, and uses them to discuss computability and the existence of unsolvable problems. We develop increasingly complex models of computation, including finite automata, regular expressions, context-free grammars, and Turing machines. The course concludes with a high-level discussion of the computational complexity classes P and NP.

Prerequisite: 123 or 230. Offered: Fall.

CPSCI 410 - Senior Seminar (1)

Hirshfield.

Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering analysis, design, coding, testing, maintenance, and documentation.

Prerequisite: 210, 220 and 240. Offered: Fall.

CPSCI 420 - Readings in Computer Science (1)

The Department

Reading in a field of computer science. The class will read several papers assigned weekly from research conference proceedings and journals. Classes will consist of

discussions of the day's paper(s). Students will develop a comprehensive annotated bibliography and lead the daily discussions. Does not count toward the concentration or minor.

Prerequisite: Consent of instructor.

CPSCI 500 - Senior Research (1)

Bailey

A semester-length research project. Open to qualified senior concentrators.

Prerequisite: Three 300-level courses numbered 310 and above, 410 and consent of the department. Offered: Spring.

CRWR-Creative Writing

CRWR 215 - Introductory Poetry and Fiction Workshop (1988-08-30)

The Department.

Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class.

Prerequisite: One course in literature.

CRWR 224 - Playwriting (1)

Latrell

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play.

Prerequisite: Theatre 100 or Creative Writing 215. Crosslisted as: THETR-224. Offered: Spring.

CRWR 248 - Letterpress Studio

Tina Hall

This hands-on practicum in the Dunham Letterpress Studio will teach students the basics of letterpress printing using metal and wood type. The course will focus on setting type, operating presses, layout and design, and gaining knowledge of letterpress printing and book arts through experimentation and practice. Students will develop and produce their own projects, as well as commissioned works for visiting writers and artists. Students with prior experience will practice advanced skills. Group projects will be allowed, subject to instructor approval. There will be selected readings on book history and print culture.

CRWR 304 - Intermediate Poetry Workshop (1)

The Department.

For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class.

Prerequisite: 204 and 215. Offered: Fall, Spring.

CRWR 305 - Intermediate Fiction Workshop (1)

The Department.

For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class.

Prerequisite: 215 and a 200-level course in literature. Offered: Fall, Spring.

CRWR 309 - Creative Non-Fiction Workshop (1)

Guttman

A creative non-fiction workshop in which students will read and discuss essays in some of the following sub-genres: memoir, travel/nature writing, food-writing, and literary journalism by a wide range of authors. Readings will provide models for student work as well as contexts in which to examine the work students generate. Part of our task will be to answer the question: What is creative non-fiction? Through a close examination of the texts we read in class, and the process of both writing and critiquing student essays, we will attempt to clarify the sometimes vague definitions of the genre.

Prerequisite: one 100-level course in literature. Recommended: CRWR 215. Offered: Spring.

CRWR 419 - Seminar: Creative Writing (1)

The Department.

For students whose work and purpose have developed sufficiently to warrant advanced work in fiction or poetry. Students will construct individual projects leading to a final collection of writings in the form of a novella, a series of stories, or a series of poems. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 and 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 8.

Prerequisite: 304 and 305. Offered: Spring.

CRWR 498 - Honors Project in Creative Writing (1)

Tina Hall

Independent study under the supervision of creative writing faculty, for honors candidates who qualify for and wish to pursue honors in creative writing. Students completing 498 are expected to continue their creative writing honor's project in the spring term by enrolling in 501S.

Prerequisite: 215, 304, 305, and permission of Department. Offered: Fall.

CRWR 501 - Honors Project in Creative Writing (0.25)

Independent study for honors candidates in Creative Writing.

Prerequisite: 498S and approval of the department. Offered: Spring.

DANCE-Dance and Movement Studies

DANCE 112 - Elementary Contemporary Dance (1)

Stanton

Fundamentals of contemporary dance incorporating technique, theory and criticism.

Offered: Fall.

DANCE 113 - Elementary Jazz Dance (1)

Elaine Heekin

This course focuses on the basic movement principles found in contemporary jazz technique. The class will also focus on proper alignment and basic anatomical terminology. There will be several quizzes addressing the history of jazz dance as well as movement vocabulary. An introduction to critiquing dance works and several reviews of dance performances will be part of the grading criteria. Required Text: Jazz Dance, Giordano, Gus

Offered: Spring.

DANCE 114 - Elementary Ballet. (1)

The Department

Beginner-level study of classical ballet with a focus on ballet's basic vocabulary in both barre and center floor exercises, studio-stage directions and designations for the classical positions of the body in space. Work on such stylistic aspects of ballet as musicality, dynamics and use of the head. Readings in kinesiology pertaining to muscular alignment analysis.

Offered: Fall, Spring.

DANCE 115 - Pre-pointe &Elementary Pointe Class (1)

Sandy Stanton-Cotter

Pre-pointe will include barre and center classical ballet work that stands to prepare the dancer for the rigors of elementary pointe Class. Dancers should be ready to purchase their own pointe shoes early on in the semester, after a professional fitting. Pointe shoes will then be worn for the bulk of studio work. This course will also explore the history, invention, use and construction of pointe shoes.

Prerequisite: 2years ballet training and permission of instructor. Offered: Fall.

DANCE 120 - Elementary Contemporary Dance II (1)

Elaine Heekin

This course is designed for students with little dance experience who are curious to learn more about their dynamically moving selves and the genre of contemporary dance. Course material focuses on increasing individual kinesthetic awareness and personal artistry that emphasizes proper alignment and movement mechanics. Students refine their physical skills and develop artistic literacy through the learning of basic movement vocabulary, creative explorations, reading and writing assignments.

Prerequisite: Any beginning level technique in the department. Offered: Spring.

DANCE 141/142 - Performance (0.25)

The Department

The study of dance through performance of a role in a main stage dance concert.

Prerequisite: invitation of the department. Offered: Fall, Spring.

DANCE 180 - Sound, Performance and Creativity (1)

Lloyd

An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound/movement structures, using vocal/body sounds as well as found objects; introduction to sound recording and the digital-audio workstation; aural analyses of music from a variety of genres to understand certain

structures and aesthetics; analyses of group pieces developed in class workshops; creation of different types of non-traditional sound/movement scores;creation of audio recordings to be used in conjuncti0n with performances. Individual and group projects.

Offered: Spring.

DANCE 201 - History of Dance (1)

Paris Wilcox

Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films.

Offered: Fall.

DANCE 203 - Movement Analysis (1)

Heekin

Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles.

DANCE 204 - Pilates For Dance (1)

Heekin

A focus on the basic exercises found in the Pilates method of body conditioning including various apparatus (mat, magic circle, reformer, barrel and cadillac). An overview of anatomy as it applies to the Pilates system will be addressed. The history and philosophical approach to the Pilates system will be included. The discipline focuses on the muscles that are the linchpin of good posture and a stable, strong core.

Prerequisite: dance technique course taken within the department. Offered: Spring.

DANCE 205 - Kinesiology (1)

Walczyk

An investigation of the musculoskeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of movement concepts.

Offered: Fall.

DANCE 208 - Martial Arts and Dance (1)

Walczyk

An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. The study of many cultures that utilize body awareness and movement efficiency in their performance and fighting forms. A major component is the implementation of impact weapons such as olisi (Philippines/Malaysia) and the jo (Japan).

Prerequisite: any dance, athletic or martial art experience. Offered: Fall.

DANCE 213 - Intermediate Contemporary Dance (1)

Heekin

The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit.

Prerequisite: Dance 112, 113, or 114 or permission of instructor. Offered: Spring.

DANCE 215 - Intermediate Ballet (1)

Stanon, S/Wilcox, P

Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit.

Prerequisite: 114, or consent of instructor. Offered: Fall.

DANCE 216 - Intermediate Jazz Dance (1)

Heekin

Prerequisite: Any dance training in contemporary, ballet or jazz.

DANCE 217 - Intermediate Pointe and Classical Choreography (1)

Sandy Stanton-cotter

This course is a continued study of classical ballet pointe work that includes a traditional barre and center. Students will research important and relevant classical ballet variations from some of the most notable classical ballets ever made and explore famous ballet choreographers from the past 100 years. Students will work with recorded and live music to choreograph and perform their own ballet variations.

Prerequisite: 2 years pointe training and approval of instructor. Offered: Spring.

DANCE 250 - Ballet in the Twentieth Century. (1)

Wilcox

Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world.

DANCE 305 - Composition (1)

Heekin and Walczyk

A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced.

Prerequisite: consent of instructor.

DANCE 307 - Choreography (1)

Walczyk

The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition.

Prerequisite: 305 or consent of instructor. Offered: Fall.

DANCE 308 - Advanced Martial Arts and Dance (1)

Walczyk

A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural background, history, philosophy and terminology along with practical application of movement theories.

Prerequisite: 208 or consent of instructor. Offered: Spring.

DANCE 313 - Advanced Contemporary Dance and Repertory (1)

Heekin

The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Supplemental training in Pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit.

Prerequisite: 213 or consent of instructor.

DANCE 315 - Advanced Ballet (1)

Stanton

The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit.

Prerequisite: 215 or consent of instructor. Offered: Fall.

DANCE 550 - Senior Thesis (1)

The Department

A research paper or a field study in movement behavior and its analysis/notation.

Offered: Fall, Spring.

DANCE 560 - Senior Performance/Choreography (1)

The Department

A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee.

Offered: Fall, Spring.

DARTS-Digital Arts

DARTS 103 - Performance, Ritual and Technology (1)

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance

work. Enrollment 16, No prerequisite.

Crosslisted as: ART-103, MUSIC-103, THETR-103. Offered: Fall.

DARTS 110 - Ways of Seeing: Vision, Technology, Media

Bair

This course provides students with a historical and theoretical foundation for understanding how contemporary visual media informs, persuades, and shapes our experience. Our starting points will often be the types of images that surround us today: social media news feeds and advertisements, infographics, selfies, stock photos, and CAPTCHA tests. Students will engage with foundational texts in visual and media studies and develop tools to critically analyze, discuss, and write about the images that come to us through physical and virtual networks.

Crosslisted as: ARTH-110, CNMS-110.

DARTS 113 - Introduction to Media: Integrated Media and Emerging Practices

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: MUSIC-113 ART-113. Offered: Fall, Spring.

DARTS 160 - Photography Changes Everything

Bair

An interdisciplinary survey of the history of photography from its invention in the 19th century to the present day. We will explore photography not only as an art form, but as a medium that shapes knowledge, affects social relations, and influences visual culture at large. Students will learn about the technologies and social practices that have made photography ubiquitous, working with a range of photographic objects firsthand. Topics include family and vernacular photography; imperial photo albums; ethnographic portraits; photojournalism and the paparazzi; crime, war and surveillance photographs; advertising and fashion; digital filters; and the digital photograph as data.

Crosslisted as: ARTH-160.

DARTS 205 - Introduction to Media: Integrated Media and Emerging Practices (1)

Anna Huff

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: ART-205, MUSIC-205. Offered: Fall, Spring.

DARTS 207 - Documentary Photography & Digital Media

Bair

A course for students interested in working with digital collections of photographs and learning digital research methods. A critical examination of how photographers have tried to shed light on social injustices and promote systemic change from the 19th century to the present day. We will unpack the ethics, aesthetics and uses of documentary images, looking at the relationship of governments, the press, the police, archives, and museums to photography. We will ask how the practice of representation intersects with biases and power dynamics around class, race, ethnicity, gender, nationality, and sexuality.

Crosslisted as: ARTH-207.

DARTS 231 - Media Strategies-New Frontiers in Storytelling

Anna Huff

This class will survey and create emergent and non -linear forms of storytelling using digital and hybrid tools. We will examine notions of narrative authority and hybridity in a digital age and think through different ways we might use technology to distill, break apart or reify modes of communication and visual metaphor. Discussion will push boundaries of traditional storytelling and consider

connectivity, liveness and embodied presence. This course will draw on multiple forms of expression including but not limited to digital media, performance, sound, XR, web and network environments.

Prerequisite: DARTS 103, 205, or consent of instructor. Crosslisted as: MUSIC-231, THETR-231. Offered: Spring.

DARTS 240 - Performance, Ritual and Technology

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: ART-240, MUSIC-240, THETR-240. Offered: Fall.

DARTS 313 - Robot Musicals and Techno Opera: AI and Advanced Workshop

Mercovich, A. and J. Larson

This class is an advanced workshop exploring possible uses of Artificial Intelligence in devised musical theater creation. Students will participate in community sourced and collaborative performance building, explore human/ technological interfaces, and discuss Artificial Intelligence, scores, algorithms and their potential to support improvisation, and theater creation. In addition, this workshop will establish the compositional framework for a work-in-progress AI techno opera; enrolled students are invited into this continuing process as active collaborators with the core team of artists. The class welcomes performers, computer programmers, musicians, technologists, and singers--anyone with an interest in cross-disciplinary collaboration.

Prerequisite: DARTS 231 or Permission of the instructor(s).

DARTS 314 - Digital Approaches to Print Media

Bair

How can digital tools help us understand print visual culture? This research lab-style seminar integrates humanistic inquiry with a collaborative research and project design process integral to STEM fields. Students will read cutting edge work on illustrated magazines including *Life*, *Vogue*, and *National Geographic* and explore digital humanities projects that offer new ways to explore histories of print media. Students will learn about the possibilities and limits of digital tools such as mapping, network visualizations, and text mining, and design their own projects utilizing digitized collections of illustrated magazines.

Prerequisite: A 200-level course in Art History, History, or Cinema & Media Studies, or permission of the instructor. Crosslisted as: ARTH-314 CNMS-314.

DARTS 319 - TV CLUB: media collectives, live streaming, performance and video

Mercovich, A

This advanced Digital Media class will take place between the Digital Arts Lab, and the Photo/Video studio. The focus will be on live mediated performance broadcasts, and will address histories of public access television, broadcast media, media collectives, social and activist video art, and social implications of a recent return back to livestreaming via the internet. Additional topics covered will include digital and analog tools for live video processing, interactivity and studio audiences, serial TV and internet show formats, green screen techniques, and narrative strategies that utilize the integration of bodies, music, props and media in real time. The course will include weekly internet live streams of student work to the Hamilton community and beyond.

Prerequisite: Any DARTS 100 or 200 level course. Crosslisted as: ART-319 THETR-319.

ECON-Economics

ECON 100 - Introduction to Economics (1)

Department (Fall); Department (Spring)

The price system as a mechanism for determining which goods will be produced and which inputs employed; decision-making by firms and individuals; market structure; Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy. Department (Fall), Department (Spring). Not open to seniors or students who have taken Econ 101 or Econ 102.

Offered: Fall, Spring.

ECON 166 - Economic Theory and Evidence (1)

Department (Fall); Department (Spring)

An introduction to how economists develop and test theory, with a special emphasis on theory explaining the causes and consequences of inequality. The basic concepts of probability and statistics are taught in addition to theories of the labor market, inflation/unemployment tradeoffs, impact of fiscal and monetary policy, externalities, public goods, and international trade. Department (Fall), Department (Spring).

Prerequisite: Econ 100. Offered: Fall, Spring.

ECON 220 - Corporate Finance (1)

Steve Owen

This course explores theories which provide the basis for the decision-making processes employed by financial managers within the firm. The course will stress application of these theories in both non-profit and for-profit settings. Topics include: time value of money, project evaluation rules such as net present value and internal rate of return, capital budgeting, long-term financing, capital structure and payout policy, and working capital management.

Offered: Spring.

ECON 230 - Accounting (1)

S. Owen (Fall)

Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330.

Offered: Fall.

ECON 235 - Policy, Poverty and Practice (0.25)

Morgan-Davie

Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS training at the Basic level and assist low-income families in Utica in filling out Federal tax forms to claim the EITC.

Prerequisite: None. Offered: Spring.

ECON 236 - Policy, Poverty, and Practice II (0.25)

Morgan-Davies

Investigates policies to alleviate poverty, with a focus on the Earned Income Tax Credit (EITC). Topics include: poverty, income inequality and inequality of opportunity; tax policy; and incentives created by policies aimed at alleviating poverty. The class has a significant service learning component in which students complete IRS (Advanced) training and assist low-income families in Utica in filling out Federal tax forms to claim the EITC.

Prerequisite: Completion of 0.5 credits of Econ 235. Offered: Spring.

ECON 266 - Introduction to Econometrics (1)

Department (Fall); Department (Spring)

An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, instrumental variables and time series models. Three hours of class and 75 minutes of laboratory.

Prerequisite: 166 or consent of instructor. Offered: Fall, Spring.

ECON 275 - Microeconomic Theory (1)

Department (Fall); Department (Spring)

The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency.

Prerequisite: 102 or 166 and Math 113 or the equivalent. Offered: Fall, Spring.

ECON 285 - Macroeconomic Theory (1)

Department (Fall); Department (Spring)

Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth.

Prerequisite: 102 or 166. Offered: Fall, Spring.

ECON 307 - Money, Banks, and the Economy (1)

Chaudhuri

A study of the economics behind money, financial markets and the macroeconomy and how they are connected. How do financial markets work and how is the interest rate determined? Examination of the role of banks and other financial institutions in the economy. Analyzing the role of the Federal Reserve in the financial system, conduct of monetary policy and monetary theory.

Prerequisite: 102 or 166. Offered: Spring.

ECON 308 - Public Economics (1)

Yuen

Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include public goods, externalities, the U.S. "safety net," social security, government involvement in health care, public choice, budget deficits,the U.S. tax system, and the effects of taxation and government programs on behavior.

Prerequisite: 102 or 166. Offered: Spring.

ECON 314 - Economics of Discrimination

Skoy

Examines differences in economic outcomes by race, gender, sexual orientation, religion, or other personal characteristic. Topics include 1) identification of discrimination in different markets including (but not limited to) the labor, education, and credit/housing market, and 2) evaluation of the effectiveness of policies aimed at reducing discrimination. This course places a special emphasis on developing professional presentation and discussion skills, teaching students to discuss controversial topics in a thoughtful and respectful manner.

Prerequisite: Econ166.

ECON 318 - The Economics of Technology and Innovation (1)

Georges

An examination of the nature and implications of innovation and technological change. We will investigate the history and economic theory of innovation and technological progress, related policy debates, and future prospects. Particular attention to the implications of recent developments in information technology and robotics for labor markets and the distribution of economic wellbeing.

Prerequisite: 102 or 166 or consent of instructor. Offered: Fall.

ECON 325 - Comparative Economic Systems (1)

Jones

A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States.

Prerequisite: 102 or 166 or consent of instructor. Offered: Fall.

ECON 331 - International Trade Theory and Policy (1)

Pliskin

Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance.

Prerequisite: 102 or 166 or consent of instructor. Offered: Fall.

ECON 333 - Development and Social Change (1)

Balkan

Introduction to the theoretical and practical aspects of the political economy of development and social change. It draws on research in development economics, anthropology, sociology, history, and political science. The first readings will be on the theory of social change as applied to the developing and developed countries. It then focuses on debates in the literature of sociocultural, political, and economic change. The focus will be themes and analyses in contemporary development studies to give students an idea of the challenges and possibilities for social change today.

Prerequisite: 102 or 166 or consent of instructor. Offered: Spring.

ECON 339 - Introduction to Behavioral Economics (1)

Zhan

Rather than assume that people, firms, or leaders are always purely rational, behavioral economics relaxes this assumption and analyzes situations where rationality does not always hold. The field integrates research across disciplines, drawing from neuroscience, behavioral and developmental psychology, and economics. As such it allows economists to study why people choose outcomes that seem to violate traditionally held views of rationality and why markets actually behave as they do. It allows economists to better understand how individuals, groups, and firms respond to policies.

Prerequisite: 102 or 166 or consent of instructor. Offered: Spring.

ECON 340 - Economic Development

Introduction to the study of international development. Topics include economic growth, poverty, inequality, public health challenges, demography, education, child labor, environmental decay and climate change, urbanization and global cities, agriculture and food security, conflict, and corruption. Prerequisite, 100 and 166.

Prerequisite: ECON-102 or ECON-166 or consent of instructor.

ECON 341 - Energy Economics (1)

This course explores the theoretical and empirical perspectives on the demand and supply sides of the energy markets. This course starts with an energy outlook in both domestic and global scales. Then it discusses the natural resource modelling, energy supply, and the behavioral underpinnings of the energy demand. The course continues with current and historical aspects of national, and global markets for oil, natural gas, coal, electricity, nuclear power, and renewable energy.

Prerequisite: 102 or 166 or consent of instructor. Offered: Spring.

ECON 342 - Urban Economics (1)

Alloush

Integrates space into traditional economics models and focuses on the role that location plays in the decision-making of firms and individuals. Topics include why cities form, why people choose to live in cities, and what policies can alter the shape, size, and economic success of cities. Covers a range of challenges that arise when people live in cities such as the provision of public goods, poverty and inequality, transportation and congestion, crime, housing discrimination, and education. Analyzes ways in which we can address these challenges through evidence-based urban policy.

Prerequisite: 102 or 166. Offered: Fall.

ECON 348 - Economics of Social Responsibility (1)

Videras J.

This course explores how ethical values and social norms influence economic behavior by individuals and groups. Topics include altruism, civic engagement and contributions to public goods, the philanthropic sector, socially responsible investment, corporate responsibility, and social entrepreneurship.

Prerequisite: Econ 101 or 166 or consent of instructor. Offered: Fall.

ECON 350 - Economics of Poverty and Income Distribution (1)

Hagstrom

A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty.

Prerequisite: 102 or 166 or consent of instructor. Offered: Fall.

ECON 360 - Health Economics (1)

Wu

An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. Relates these issues to current public policy debates surrounding the health care profession.

Prerequisite: 102 or 166 or consent of instructor. Offered: Spring.

ECON 365 - Economic Analysis of American History (1)

Jensen

An examination and explanation of the development of the American economy, focusing on the period from 1840

through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression.

Prerequisite: 102 or 166 or consent of instructor. Offered: Spring.

ECON 375 - History of Economic Thought (1)

Georges

A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates.

Prerequisite: 102 or 166 or consent of instructor. Offered: Fall.

ECON 378 - Economics of Gender (1)

Tyler Saxon

Examines the role gender plays in economies and the way gender affects economic outcomes for individuals and societies, both within families and in the marketplace. Topics include applications of economic theory to 1) aspects of family life including marriage, cohabitation, fertility, and divorce, and 2) the interactions of men and women in firms and in markets. Combines theory, empirical work, and analysis of economic policies that affect men and women differently.

Prerequisite: Econ 102. Offered: Fall.

ECON 380 - Environmental Economics (1)

An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity.

Prerequisite: Econ 101 or 166 or consent of instructor. Offered: Fall, Spring.

ECON 390 - Economics of Labor Market Policy (1)

Pliskin

Examination of selected theoretical and empirical questions and policy issues concerning labor markets. Topics will include: investment in human capital, including education and training; immigration; employment discrimination and affirmative action policies; hiring policies such as “ban the box;” minimum wage laws; earned income tax credit and labor supply; flexible work arrangements such as working from home and the gig economy; mandated benefits such as family leave; labor unions; unemployment.

Prerequisite: ECON-166. Offered: Fall.

ECON 400 - Econometrics (1)

Pliskin

An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, panel data models, heteroskedastic and autocorrelated disturbance terms, instrumental variables estimation and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory.

Prerequisite: 265 or Mathematics 252 or 253 or 352. Offered: Fall.

ECON 413 - Topics in Macroeconomics

Georges

An advanced treatment of selected topics of current interest in macroeconomics. Theoretical and empirical approaches to understanding recent recessions and trends in economic growth, technological change, unemployment, inflation, financial conditions, income inequality, and macroeconomic policy.

Prerequisite: 266,275, 285. Offered: Spring.

ECON 415 - Economics of Higher Education (1)

Wu

A study of issues in the economics of higher education. Topics will include the financing of higher education, determinants of tuition costs, trends in admissions policies, determinants of academic success at college, and the economic returns to higher education.

Prerequisite: 265 or 266 and 275. Offered: Spring.

ECON 417 - Topics in Environmental Economics

Cross

This course covers environmental and natural resource economics topics such as common-pool resources, non-market valuation, carbon prices, environmental justice, and decarbonizing electricity generation. Students will learn to examine the existing literature critically. There will be frequent discussions of journal articles and their policy implications. The focus will be on learning how to use economic theory and statistical methods to formulate and test hypotheses.

Prerequisite: 266,275, 285. Offered: Fall.

ECON 418 - Economic Topics in Environmental Justice

Chaudhury

Environmental injustice occurs when certain groups bear a disproportionate share of negative environmental consequences. This course examines literature in economics that sheds light on various aspects of environmental injustice, including explanations of its sources, relevant government incentives and policies, and behavior of polluting firms. We first develop an understanding of the theoretical framework used in economic analysis of environmental injustice and then examine empirical evidence using a variety of case studies.

Prerequisite: 275, 285, and (266 or 265 or 400). Offered: Spring.

ECON 419 - Economics of Happiness

Wu

Theoretical and empirical study of the determinants of happiness, life satisfaction, mental health, and other subjective measures of well-being. Topics include the measurement and reliability of well-being measures, the relationship between well-being and economic variables such as income and employment, and differences in well-being across various demographic groups.

Prerequisite: 266 and 275.

ECON 421 - Development Economics

Conover

Students will learn about some of the challenges faced by people in developing countries, and about the tools used to assess the interventions designed to confront them. The course will be mostly empirical—students will critically read research papers and learned about the methods frequently used by applied microeconomists.

Prerequisite: 266 and 275. Offered: Fall.

ECON 423 - Urban Poverty and Inequality

Topics in microeconomics related to poverty and inequality especially in urban settings. Topics include neighborhood effects, psychological consequences of poverty, education, health, homelessness, discrimination, and network effects. Students will learn to read critically the existing literature. Focus on the methods used to answer important and policy-relevant questions.

Prerequisite: ECON-266, ECON-275, ECON-285.

ECON 425 - Financial Economics

Couture

A study of individual level investment decisions and the equilibrium determination of asset prices. Mean-variance analysis motivated by the tradeoff between risk and return. An introduction to asset pricing models, including the CAPM and multi-factor models. An introduction to derivatives, including stock options, futures and swaps. Discussions of the Efficient Markets Hypothesis, arbitrage, and contributions from behavioral finance. Other topics may include: fixed income pricing, Arrow-Debreu securities and the completeness of markets, and the binomial asset pricing model.

Prerequisite: ECON-266, MATH-252 or MATH-253 in addition to ECON-275 and ECON-285, or consent of instructor.

ECON 427 - Trade and the Environment (1)

Chaudhury

How does trade affect the environment? One of the central debates related to globalization today is the environmental impact of trade. The course will explore – both theoretically and empirically – the various channels through which trade could influence environmental outcomes. Topics include interactions of trade with environmental policy, pollution, climate change, and renewable resources. Recent literature on the Pollution Haven Effect and trade in environmental goods will also be examined.

Prerequisite: 275,285, and 265 or 266. Offered: Fall.

ECON 431 - Introduction to Data Analytics and Machine Learning (1)

Jogani

Introduction to big data, basic statistical analysis using R, introduction to machine learning and different machine learning algorithms, application of machine learning for prediction purposes. Application to economic problems.

Prerequisite: 265 or 266 and 275. Offered: Fall, Spring.

ECON 432 - International Finance (1)

E Balkan

This course covers a broad range of theories and issues in international finance, including the evolution of the current global financial markets, balance of payments problems, exchange rate determination and currency markets, financial and currency crisis, international capital flows, international banking, and macroeconomic policies in an open economy.

Prerequisite: 266 and 285. Offered: Fall.

ECON 433 - International Economics (1)

Yuen

Topics on international trade and finance in the global economy.

Prerequisite: 265 or 266 in addition to 275, and 285 or permission of instructor. Offered: Spring.

ECON 435 - Industrial Organization Theory and Applications (1)

Jensen

Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of relevant public policies, especially antitrust policy.

Prerequisite: 265 or 266 and 275 or consent of instructor. Offered: Spring.

ECON 440 - Public Economics (1)

Paul Hagstrom

The course addresses the role of governments and government policies in the U.S. economy and on individual behavior. You will develop an understanding of the theories of taxation and government expenditure and their impact on a wide range of real-world problems and situations. Topics include market failures; voting behavior and its implications for resource allocation, expenditure program evaluation, the incidence and efficiency of various taxes, and redistribution of income polices such as public assistance and Social Security.

Prerequisite: Econ 265 or 266, Econ 275.

ECON 445 - Economic Growth (1)

The Department

Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries, using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income.

Prerequisite: 265 or 266, 275, 285. Offered: Spring.

ECON 446 - Monetary Policy (1)

Ann Owen

A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, and structure of the Federal Reserve System and the international financial system. Emphasis on policy application. Students in the class have the opportunity to participate in the College Fed Challenge, a national competition in which teams of students make a presentation to monetary policy experts about the current state of the economy and the future course of monetary policy. (Oral Presentations.)

Prerequisite: 265 or 266, 285. Offered: Fall.

ECON 451 - Behavioral Economics (1)

Wu, S.

Why do people tip at restaurants that they will never go to again? Why do people pay for health club memberships that cost them more than if they just paid at the door each time they went? Why do successful bidders tend to bid in the final minute in online auctions? Recent research involving both economics and psychology has identified ways in which human behavior consistently deviates from standard rationality. Topics which explore these deviations include time-inconsistent preferences, emotion, attitudes toward risk, overconfidence, information processing problems and altruism.

Prerequisite: 265 or 266, 275. Offered: Spring.

ECON 453 - Economic Development in Latin America (1)

Conover

A study of issues in economic development as they apply to Latin America. Topics include poverty, inequality, education and health. Students will learn about the methods used to assess different social policies. Prerequisites, 265 and 275 or consent of Instructor.

Prerequisite: 265 or 266, 275 or consent of Instructor. Offered: Fall.

ECON 460 - Game Theory and Economic Behavior (1)

Rud

An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, bargaining, trade policy, procrastination, standards setting and the provision of public goods.

Prerequisite: 265 or 266, 275, or consent of the instructor. Offered: Fall.

ECON 463 - Economics of Human Resource Management Practices

Department

Theoretical and empirical study of human resource management including: the choice of the form of labor compensation (e.g. fixed wage, salary, piece rates and other forms of pay for performance); the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership); hiring; training; promotions; and the level and structure of executive compensation and corporate governance.

Prerequisite: 266 and 275. Offered: Fall, Spring.

ECON 484 - Experimental and Behavioral Economics (1)

Zhan

This course introduces students to economic inquiry using experimental methodologies. Experimental economics is a relatively new field in which decision making is examined in a controlled laboratory setting. The data from these experiments are used to evaluate theories as well as to test and fine tune policies that could not be easily tested with naturally-occurring data. Students will learn how to combine theories from behavioral economics and experimental methodologies to help them answer the economic questions they want to research.

Prerequisite: Economics 265 or 266, 275. Offered: Fall.

ECON 490 - Topics in Labor Economics (1)

Jones

Topics will include: defining labor markets; labor market participation and intensity; the impact of technological change on labor demand; impacts of minimum wages; returns to all investments in education and on the job training; immigration and labor turnover; effects of gender, race and ethnicity in labor markets; economic effects of labor unions; the increase in inequality and changes in labor markets; the effects of employee participation and employee ownership on enterprise performance and outcomes for employees

Prerequisite: (Econ 265 or 266) and Econ 275. Offered: Fall.

ECON 501 - Senior Project in International Finance (1)

E Balkan

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to international finance.

Prerequisite: 266,275, 285. Offered: Spring.

ECON 515 - Senior Project in Behavioral and Experimental Economics

Zhan

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to behavioral and/or experimental economics.

Prerequisite: ECON-266, ECON-275, and ECON-285. Corequisite: ECON-484.

ECON 515 - Senior Project in Macro-Finance

Couture

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to financial economics, macro-finance, or central bank policy.

Prerequisite: ECON-266, ECON-275, ECON-285. Corequisite: ECON-413 or ECON-425.

ECON 503 - Senior Project in Economics of Human Resource Management Practices (1)

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to the economics of human resource management practices.

Prerequisite: 266, 275, 285. Offered: Fall, Spring.

ECON 504 - Senior Project in Macroeconomics (1)

Georges

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to macroeconomics.

Prerequisite: 266,275, 285. Offered: Spring.

ECON 505 - Senior Project in Economic Development (1)

Conover

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to the development economics.

Prerequisite: 265 or 266, and 275. Offered: Fall.

ECON 506 - Senior Project in Economic Growth (1)

Owen A.

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to long-run economic growth.

Prerequisite: 266, 275, 285. Offered: Fall.

ECON 508 - Senior Project in Industrial Organization

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to industrial organization. Open to concentrators only.

Prerequisite: ECON-266, ECON-275, ECON-285 and consent of instructor. Corequisite: ECON-435.

ECON 508 - Senior Project in Industrial Organization (1)

Elizabeth Jensen

Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Consideration of questions of firm organization such as vertical integration. Prerequisite,265 and 275 or consent of instructor. Course is intended for those fulfilling the senior project requirement. Not open to students who have taken 435. Maximum enrollment, 12.

Prerequisite: 265 or 266 or 400, and 275 or consent of instructor. Offered: Fall.

ECON 509 - Senior Project in Public Economics

Paul Hagstrom

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to public economics. Open to concentrators only.

Prerequisite: ECON-266, ECON-275, & ECON-285. Corequisite: ECON-440.

ECON 512 - Senior Project in Economics of Happiness (1)

Wu

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to the economics of subjective well-being.

Prerequisite: 266,275, 285. Offered: Fall.

ECON 513 - Senior Project in Poverty, Inequality and Urban Issues

Alloush

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to poverty, inequality or urban issues. Prerequisite, Open to concentrators only.

Prerequisite: 266, 275, 285 and consent of instructor. Corequisite: 419 or 421 or 423 or 440.

ECON 514 - Senior Project in Environmental Economics

Cross

A senior project for concentrators in the department who are not pursuing honors. Students will work on projects related to environmental economics.

Prerequisite: 266,275, 285. Offered: Fall.

ECON 560 - Research Seminar (1)

Department

Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course.

Prerequisite: 266 or 400, and 275, 285 and permission of the department. Offered: Spring.

EDUC-Education Studies

EDUC 102 - Issues in Education

Wang

What is education? What is school? How do we critically understand education and schools? What are the possibilities and limitations of education for change and justice? Emphasis on, but not limited to, American education. Includes lecture, discussion, multi-media projects, and small-group interaction.

Offered: Fall.

EDUC 124 - Philosophy of Education (1)

Marcus

What is education? How is education manifested in individuals, schools, and society? We'll start the term by examining the nature of knowledge. Then, we'll turn to how people learn, before proceeding to think about how we can teach others. Finally, we'll look at schools, how they are and how they could be. We'll focus on philosophical questions at the roots of education and learning. Readings will be both historical and contemporary and will include a diverse range of views.

Crosslisted as: PHIL-124. Offered: Fall.

EDUC 200 - Issues in Education (1)

Department

Exploration of the cultural foundations of the American Public Education system and theories used to analyze and understand education. Study of the impact of key education reform movements on today's dynamic and often troubled pre-K through 12th grade classroom environments. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion, multi-media projects and small-group interaction.

Offered: Fall.

EDUC 201 - Methods of Tutoring English to Speakers of Other Languages

Bartle

Familiarizes students with ESOL (English for Speakers of Other Languages) methods and materials. Emphasis on adapting them for tutorial use in various settings including distanced learning. Close examination of refugee communities with primary focus on Utica. Study of cultural, educational, and social effects of refugees. Course may be repeated for credit.

EDUC 202 - Methods of Tutoring English to Speakers of Other Languages II

Bartle

Familiarizes students with ESOL (English for Speakers of Other Languages) methods and materials. Emphasis on adapting them for tutorial use in various settings. Close examination of refugee communities with primary focus on Utica. Study of cultural, educational, and social effects of refugees. Course may be repeated for credit.

EDUC 203 - Ethnography and Education (1.00)

Wang

This course provides an understanding of the importance of ethnography to the consideration of issues introduced in EDUC-102 (previously taught as EDUC-200). What is ethnography as a methodology for exploring education? Students will practice methods such as participant observation, interviews, and oral history through in-class exercises, as well as conduct an ethnographic project of their own. This course replaces EDUC-350.

Prerequisite: EDUC-102 or consent of instructor. Offered: Spring.

EDUC 204 - Urban Education (1)

Shaped by social, political, and economic forces, urban schools reflect diverse societal issues and inequalities. In this course, students will first examine the historical foundation in which issues and inequalities in urban schools are rooted by exploring such topics as urban development and distribution of economic opportunity, migration, immigration, segregation, housing and rezoning. Next, students will explore how inequalities impact urban schools and then how experiences in urban schools reproduce inequalities of access and opportunity to

education.

Prerequisite: Educ 200, an introductory social science course, or permission of instructor. Offered: Spring.

EDUC 206 - Pedagogy, Power and the Politics of Knowledge (1)

Whose knowledge matters? How do students experience claims to knowledge? How does critical pedagogy disrupt traditional hierarchies in educational institutions and foster the inclusion and engagement of multiple voices, experiences and diverse knowledge? This course explores of the theories and praxis of critical pedagogy. Oppression, privilege, power and critical points of transformation will be examined in context of curriculum, instruction, and students' classroom experiences across education contexts (K-12 and higher education).

Prerequisite: introductory course in Education Studies or consent of instructor. Offered: Fall.

EDUC 207 - The University (1)

Chenyu Wang

Just what is a university, understood anthropologically? How do we understand its many subcultures, its organizational forms, its economies and its ideological functions? In this course, we will critically examine these questions, and discuss how "the university" is shaped by forces of globalization, migration, neoliberalism, and discourses of diversity. We will read ethnographies about "the university", analyzing how "the university," as a cultured institution, produces and reproduces various forms of inequality as well as generates new forms of subjectivity.

Prerequisite: EDUC-102 or ANTHR-113. Crosslisted as: ANTHR-207. Offered: Fall.

EDUC 210 - Curriculum Decision-Making (1)

Department

The research and scholarship of curricular decision-making is studied to better understand the form and substance of the American public school. Federal and state regulations, standards, and testing processes will be considered when looking at innovative and sometimes controversial curricular plans and models. Case studies, curriculum development activities, and oral reports are used.

Prerequisite: 200 or permission of instructor. Offered: Spring.

EDUC 215 - Anthropology of Muslim Youth (1)

Mariam Durrani

Investigates the social experiences and mediatized representations of Muslim youth through ethnography and multimodal artifacts. Emphasizes deconstructing the semiotics of the "Muslim" figure in public discourse to understand, and critique, how this construction leads to various forms of anti-Muslim racism, but also attending to the forms of response and resistance from Muslim youth.

Prerequisite: Anth 113. Crosslisted as: ANTHR-215, EDUC-215. Offered: Fall.

EDUC 218 - Educating Students with Disabilities/Policy and Practice

Tracy Facchini

This course primarily focuses on the needs of students with educational disabilities, health care needs and students from diverse cultural, socioeconomic, and linguistic backgrounds. Aspects of the course include identifying students' strengths and needs, differentiating and/or individualizing instruction, collaborating with educators and service professionals, and delivering instruction that is universally designed to maximize access for all learners.

EDUC 225 - Online Teaching and Learning: Theories, Models, and Design (1)

Susan Mason

No longer an alternate methodology or supplemental approach for K-16 education, the dominant emergence of online learning now requires an accelerated set of decisions around equity, inclusion, the role of teacher, learner, and technology, academic rigor and the future of the American public education system. Online learning theories and models will be examined and experienced through interviews with practitioners, readings, and application of virtual instructional design, development and delivery practices.

Offered: Fall.

EDUC 241 - Theatre for Social Change; Youth and Education (1)

Jeanne Wilcoxon

The course examines how theatre provokes, promotes and produces social change through engaging with youth.

Crosslisted as: THETR-241. Offered: Spring.

EDUC 250 - Technology in Education: Issues and Opportunities (1)

What is the difference between learning from technology and learning with technology? This course explores the role of technology in learning and critically analyzes the cognitive, social, political, and logistical aspects of education technology in the K-12 public school setting. Students will research and develop a learning model incorporating technology in a proposal for a specific grade range in a public school system of the future. Hands-on experiences critically assessing technology in constructivist based learning are required.

Prerequisite: one full-unit education studies course or permission of instructors.

EDUC 264 - Ethnography of Literacy and Visual Language

Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication.

Prerequisite: 113, 114, 115, 126, 127, or 201, or consent of instructor. Crosslisted as: ANTHR-264.

EDUC 270 - Foundations of Quantitative Tutoring (0.5)

Benjamin Smith

This course explores the theory and practice of teaching and tutoring methods for quantitative topics through literature, research, and experiential opportunities. Students will engage with topics relevant to learning, academic support, and teaching through a mix of readings, reflections, and discussions from a variety of academic disciplines including: education, student development, cognitive and behavioral psychology, communication, and quantitative reasoning. Practical tutoring applications and projects will be included. This course is designed for newly hired QSR tutors.

Prerequisite: Enrollment by permission of instructor. Offered: Fall, Spring.

EDUC 297 - Experiencing Empathy (0.5)

Chaise LaDousa with Phyllis Breland and Janet Simons

Explores the education landscape in New Orleans, Louisiana during the years since Hurricane Katrina through on-site interviews and filmmaking. Course involves travel to the city for one week during spring recess. Students engage in approximately 14 pre- and post-travel training and discussion sessions as well as one week of interviewing and filmmaking in New Orleans. Focus on developing empathy through contact with and representations of subjects. May be repeated once for credit.

Offered: Spring.

EDUC 301 - Seminar in Teaching English to Speakers of Other Languages (1)

Britt-Hysell

Addresses the general principles of language acquisition and pedagogy for teaching English to non-native speakers as a second or foreign language. Specific classroom application of principles and guidelines are emphasized through lesson and unit plan development. Themes are taught interactively, creating a collaborative learning environment that facilitates communicative language teaching focusing on student-to-student interaction and learning. Students finish course with an experiential and theoretical understanding of how to facilitate a quality ESOL classroom.

Prerequisite: permission of instructor. Offered: Spring.

EDUC 309 - Education and Racialization in a Global Context (1.00)

Wang

This course examines the role of education in constructing racial Otherness beyond a black-and-white framework. Education is defined broadly, including teaching and learning within formal institutions, non-formal education, adult education, and community-based education. We will learn theoretical concepts related to race and racialization (i.e., state, surveillance, capitalism, neocolonialism), and use these concepts to understand how racial Otherness is shaped by local contexts and global forces in educational settings.

Prerequisite: EDUC-102 or One course in Anthropology. Crosslisted as: ANTHR-309. Offered: Spring.

EDUC 311 - Youth and Cultural Reproduction (1)

LaDousa

The notion of youth as a lifespan period has grown in salience and pervasiveness in the world. Explores three major aspects of social scientists' attention to youth: as a category to probe intersections among culture, aesthetics, and class in post-industrial societies; as a means for imagining the relationship between colonial and post-colonial forms of governance; and as a means for tracing

the flows of capital among nation-states. Youth thus provides us with a window into pressing concerns in late-20th and early-21st century social science.

Prerequisite: 100-level anthropology course or consent of instructor. Crosslisted as: ANTHR-311.

EDUC 318 - Anthropology of Education (1)

LaDousa

Examines the school as a site for the reconstruction of cultural difference. Special attention paid to links between schooling and the nation, to connections between schooling and modernity, and to themes such as discipline, value, gender, language and labor. Examples from Bolivia, Tanzania, India and the United States, among other nation-states. Concludes with a consideration of globalization, specifically the rise in neoliberal approaches in the governance of school systems.

Prerequisite: one course in anthropology or consent of instructor. Crosslisted as: ANTHR-318. Offered: Fall.

EDUC 329 - Globalization and Education (1)

Chenyu Wang

While human communities have always been connected to one another in important ways, recent history has seen a quickening of transportation and communication, increasing the circulation of people, objects, and forms across significant distances. What are the effects of such circulation, for whom, and in what geographies? How does such circulation shaped education around the world? We will examine several "problem-spaces" relevant to the study of education, such as globalization and race, immigration, global testing and assessment regimes, education and human rights, etc. (Same as ANTHR 329).

Prerequisite: EDUC-102 or consent of instructor. Crosslisted as: ANTHR-329. Offered: Spring.

EDUC 333 - Design, Development, and Delivery of Instruction (1)

The Department

Study of theoretical and practical approaches to the design, development, delivery, and assessment of learner-centered instruction. Topics include planning and organizing instructional messages, adapting to learner styles, using Socratic discourse, integrating instructional technologies, and identifying classroom teacher prerogatives. Experiential sessions and videotaping.

Prerequisite: One full unit Education Studies course or permission of instructor.

EDUC 335 - Educational Leadership (1)

Tracy Facchini

Investigation of critical topics/issues/contexts of educational leadership using the pillars of engaged citizenship, social innovation, and transformational leadership. Some topics to be addressed are: Qualities of Leaders; Federal Policies and Leadership; State Leaders, Local Leadership; K-12 Administrators as Leaders; Teacher Leadership, and Parental Leadership (e.g. Opt Out, Advisory Boards, Classroom Volunteers, Parent-Teacher Associations. This seminar will draw on Hamilton's network of education leaders at the Federal, State, and Local levels for in-class lectures and discussions.

Prerequisite: EDUC 200 or EDUC 350. Offered: Fall.

EDUC 339 - Brown v. What: Race and Education in the U.S. (1)

Chenyu Wang

When it comes to American schools and universities, race is everywhere. Schools are sites where many students learn what race is. This seminar examines how education is used to make the racial "other," and how educators and activists use education politically for equality and social justice. The course will also examine how contemporary educational practices continue to make and remake racial categories in the context of formal and non-formal education.

Prerequisite: EDUC-102, ANTHR-113, or consent of instructor. Crosslisted as: ANTHR-339. Offered: Spring.

EDUC 345 - Reading Seminar on Education Policy

Chenyu Wang

This course interrogates the concept of "policy" and examines how it works, as a sociocultural category, a political technology, and an instrument of governance. We pay particular attention to education policymaking (locally, nationally, and globally), as education—both within and beyond the classroom—is a central site where policies reproduce inequality and exclusion and potentiate new forms of subjectivity and efforts for justice.

Prerequisite: EDUC 202 or permission of instructor. Crosslisted as: ANTHR-345.

EDUC 350 - Ethnography and Education (1)

Department

This course provides an introduction to doing ethnography in the context of education. It will provide students with a theoretical and conceptual understanding of ethnography as a mode of social inquiry into education and schooling in contemporary societies. It will also introduce students to the process of ethnographic research methods in formal and non-formal education contexts. Students will practice methods such as participant observation, interviews, and oral history through in-class exercises, as well as conduct a mini-ethnographic project of their own.

Prerequisite: 200 or consent of instructor. Offered: Spring.

EDUC 370 - Education Practicum (1)

Wieczorek, Hunt

Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice.

Offered: Spring.

EDUC 395N - Clinical Teaching Intensive Special Needs (2)

Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

EDUC 415 - Race, Class, Gender, Sexuality, Nationality and Ableism and US Education (1)

Vivyan Adair

An examination and analysis of intersectionality and the interplay of race, class, gender, sexuality, nationalism and ableism in US education, historically, sociologically, and in terms of policy and praxis in the lives of students and educators.

Prerequisite: One course in Women's and Gender Studies and/or Education Studies. Crosslisted as: WMGST-415. Offered: Spring.

ENVST-Environmental Studies

ENVST 110 - Introduction to Environmental Studies (1)

Aaron Strong

This course presents the core literature, theories, and concepts in environmental studies, with a focus on the emerging discipline of sustainability science. It will provide a comprehensive foundation for interdisciplinary study of contemporary environmental issues that will prepare students for more advanced work on the biophysical, social and human dimensions of environmental problems, including problems at the food-energy-water-climate nexus.

Offered: Fall.

ENVST 151 - A History of Oil

Gruskin

How was our current dependence on petroleum created, and how can historical thinking help us imagine a better future? This course combines approaches from environmental and social history to examine the oil industry from the 19th century to today. Students explore social and environmental justice movements, the lives of oil industry workers, and our changing global economy, emphasizing peoples and places that are often marginalized. Contribute to contemporary debates on fossil fuels by analyzing museum exhibits in a final writing project.

Crosslisted as: HIST-151.

ENVST 155 - Religion in the Wild (1)

S. Brent Rodriguez-Plate

Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration, right up to the present day. The course begins with a mandatory designated XA orientation trip in August.

Crosslisted as: RELST-155. Offered: Fall.

ENVST 160 - Carbon Footprints and Sustainability (1)

Aaron Strong

What is a carbon footprint? Is it a useful concept? What are

the scientific, social and economic implications of measuring environmental impacts through the billion dollar industry of sustainability accounting? In seeking to answer these questions, this course uses the concept of the carbon footprint as a lens through which to understand and critically assess scientific, economic practices and social discourses around sustainability as it is practiced across American and global society today.

Offered: Spring.

ENVST 203 - Putting down roots: Environmental Approaches to Classical Antiquity

James Taylor

This course introduces students to the literature and theories used to interpret the complex relationship between the ancient Greeks and Romans and their environments. discussion topics include: the problem of defining nature cross-culturally; environmental determinism in classical thought and its legacy in modern racism; deforestation and its impact upon ancient imaginations; natural disasters; the unsustainable practices of ancient imperialism; the fall of the Roman Empire and its causes; and the impact of Christianity and Islam upon classical conceptions of nature.

Crosslisted as: CLASC-203. Offered: Spring.

ENVST 206 - Introduction to Environmental Data

Heather Kropp

This course examines the potential for big data to address major environmental issues related to climate change, conservation, and water security. We gain a critical understanding of the role of satellites, environmental sensors, and citizen science in describing the environment. Topics will include data life cycles, statistics, visualization, and statistical programming for environmental data.

Prerequisite: ENVST-110.

ENVST 212 - Climate Change (1)

Strong

This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change, including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times.

Prerequisite: One semester of science or permission of instructor for first year students. Crosslisted as: GEOSC-212, GOVT-212. Offered: Fall, Spring.

ENVST 218 - Resilience and Collapse: Archaeological Perspectives on People and the Environment

Hannah Lau

Archaeology offers the opportunity to examine social-ecological systems over long time scales. This course explores different ways of conceptualizing these systems and considers major topics such as: decreasing biodiversity, traditional ecological knowledge, human-environment interactions related to food production, social responses to natural disasters and climate change, and resilience and collapse of past societies. We'll engage with discussions on sustainability and our ecological impact on the environment.

Prerequisite: 106 or consent of instructor. Crosslisted as: ARCH-218.

ENVST 220 - Forever Wild: The Cultural and Natural Histories of the Adirondack Park

Oerlemans (fall),

Study of America's largest inhabited wilderness. Interdisciplinary survey of natural and cultural histories of the park and examination of ecological, political and social issues in its development. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as climate change, acid rain, development and land-use issues, ecotourism, etc.

Prerequisite: one course in literature, biology, geology or environmental studies.

ENVST 222 - Environmental Spatial Analysis

Heather Kropp

This course will focus on the collection and analysis of spatial data that describes the environment using a Geographical Information Systems (GIS) framework. We will gain an understanding a range of remote sensing techniques including satellite imagery, aircraft surveys, uncrewed aerial systems, and GPS for addressing environmental issues. Emphasis will be placed on spatial thinking in the visualization and interpretation of data. We will cover concepts and tools of a GIS analysis with a hands-on approach that uses both GIS and coding-based software.

Prerequisite: Must have taken a prior course in Environmental Studies, Biology, Archeology, or Geosciences. Offered: Spring.

ENVST 224 - Environmental Futures (1)

Wyatt Galusky

At a time of systemic environmental crisis, apocalyptic narratives saturate our lives and political discourse. How do we create something beyond? How might we create alternative visions for our collective future? Coupling environmental fiction and theory, this interdisciplinary course examines historical and contemporary narratives as sites of ethical deliberation and truth-making, which can reproduce or reframe calamity. Discussion and writing will foreground racial, gender and economic justice and draw from diverse ways of knowing to consider collective ways forward.

Prerequisite: One course in Africana Studies, Anthropology, Environmental Studies, Literature and Creative Writing, or Women's and Gender Studies. Offered: Spring.

ENVST 234 - Environmental Justice (1)

Priya Chandrasekaran

This interdisciplinary seminar examines environmental justice as a movement and concept. We interrogate and discuss the historical role of racism, heteropatriarchy, colonialism and globalization in (re)producing and justifying place-based environmental contamination and toxicity. Through close analysis of case studies in the US and the Global South, students analyze and present on how disenfranchised groups have made political demands, scaled up, forged solidarities, asserted climate justice, challenged state and corporate projects and conducted citizen science in rural and urban settings.

Prerequisite: One course in Africana Studies, Government, Environmental Studies, or Women's and Gender Studies. Not open to first-year students. Offered: Fall, Spring.

ENVST 235 - Globalization and Agriculture (1)

Priya Chandrasekaran

How has globalization shaped agriculture? Why is this relationship fraught? This course examines the history and current state of the global food system. We explore tensions between food security and food sovereignty; racial, classed and gendered effects of export-driven agriculture; colonial precursors to global commodity chains; the rise of transnational agrarian movements; and conflicts related to immigration, labor, land use, environmental pollution, climate change and intellectual property. Throughout the semester, we map and reflect on our own relationships to "globalized agriculture."

Prerequisite: Must have taken a prior course in one of the following: Anthropology, Sociology, Environmental Studies, Africana Studies, Asian Studies or Women's and Gender Studies. Offered: Fall.

ENVST 236 - Thought for Food: The Culture and Politics of Food (1)

Guttman

A multi-disciplinary approach to study of the food system. Examination of the origins of culinary traditions, contemporary politics of the food movement, the GMO debate, food sovereignty, hunger and food security, and Slow Food. Laboratory sessions include activities in the Community Farm, tastings, and cooking instruction with the college.

Crosslisted as: COLEG-236. Offered: Fall.

ENVST 237 - Food for Thought. Introduction to the Science of Food.

Alicia Luhrssen-Zombek

An interdisciplinary exploration of food with focus on nutrition biology of food and food science; the history of food and contemporary issues related to food production and the food industry. Tastings, films, gardening.

Crosslisted as: COLEG-237. Offered: Fall.

ENVST 239 - Seed to Gut: An Introduction to Regenerative Agriculture for Food Justice

Alicia Luhrssen-Zombek

SEED to GUT: Regenerative agriculture prepares students to change our food system and build food sovereignty through the study of biological diversity in agriculture as a social justice methodology. In class, students will understand how these tools interconnect and assist in the mitigation of today's climate crisis and become a catalyst in building solidarity for land and food equity. Class participation includes local community field trips, documentary film reviews and food tastings.

ENVST 250 - Interpreting the American Environment (1)

Environmental Studies and related faculty

A survey of responses to and interpretations of the American landscape. Study of historical, political, literary, and critical texts. Puts contemporary environmentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development.

Offered: Fall.

ENVST 255 - Gender and Environment

Stina Soderling

The theoretical, historical and material links between gender and the natural world. Through a study of contemporary and historical social movements, this course explores the intersections of labor, gender, and environment in contemporary and historical social movements. An examination of women's activism around paid and unpaid labor; the gendered work of organizing; the caretaking and emotional work of women, queer and gender-nonconforming people in environmental movements; and ideas and realities of mothering. The course will include an engagement with art, through the exhibit at the Wellin Museum.

Crosslisted as: WMGST-255.

ENVST 263 - Political Ecology of Tourism (1)

Andrea Murray

This course explores the environmental implications of the global tourism industry. Case studies of tourism in the Caribbean and East Asia offer perspectives on environmental histories of tourism; the political ecology of consumption; and problems of cultural authenticity and place-making. Students will draw on ethnographic and policy-based readings. By studying the patterns and governance of one of the world's fastest growing economic sectors, students will investigate "tourism" as both a cause and effect of globalization and its attendant localization movements.

Crosslisted as: ANTHR-263. Offered: Spring.

ENVST 266 - Global Environmental History

Gruskin

A survey of topics, themes, and methods in environmental history, focusing on Africa, Asia, and Latin America. Provides a foundation and prepare students for advanced coursework and research in history and environmental studies. Examines major events and trends through an environmental framework, illustrating connections over time. Major course themes include biological exchange between regions, the industrial revolution, climate change, and linking historical environmental issues to contemporary concerns.

Crosslisted as: HIST-266.

ENVST 280 - Designing Community Conversations on Environmental Topics

Alma Lowry

Community Conversations is an experiential learning course focused on designing and implementing community-based conversations on environmental issues relevant to our area. Students in the Community Conversations spring course must have completed an intensive facilitation workshop offered through the Levitt Center. This follow-on course provides the opportunity for students to put their training into practice by designing, recruiting participants for, and facilitating a community meeting centered on deliberative dialogue related to a relevant environmental issue. Students will work in partnership with community members to create and implement a useful dialogue.

Prerequisite: Completion of the January facilitation workshop "Community Conversations" sponsored by the Levitt Center or an equivalent intensive faciliation training.

ENVST 285 - Introduction to Environmental Politics (1)

Cannavo

An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy.

Crosslisted as: GOVT-285. Offered: Spring.

ENVST 287 - Political Theory and the Environment (1)

Koutnik

What should humanity's relationship with the environment look like, and why? Explores theoretical and practical debates surrounding the environmental challenges of our time. Key topics and controversies in the history of environmental political thought will be discussed. Students will be encouraged to develop their own vision of the

proper relationship between human society and the environment in the 21st century.

Crosslisted as: GOVT-287. Offered: Fall.

ENVST 290 - Nature and Technology

Wyatt Galusky

This course examines the sometimes contentious relationship between the natural world and human attempts to understand it (science) and control it (technology). We survey ethical, social, artistic and scientific distinctions between the natural world and the human-built world. Specific topics include everyday tools (e.g., hammers), food and agricultural practices (corn chickens), modes of transportation (trains), and emerging biotechnologies (genes humans). Readings will draw from works in philosophy of technology, environmental history, and science and technology studies.

Offered: Spring.

ENVST 291 - Environmental Studies Research

The Program

Independent research under the supervision of a faculty member in environmental studies. May be repeated for credit. Students may count up to one credit of environmental studies search toward the Concentration as an elective. One-quarter, one-half or one credit per semester. No senior Environmental Studies concentrators.

Prerequisite: Instructor’s Permission Only. Offered: Fall, Spring.

ENVST 302 - Architecture and the Environment (1)

Lo

This course examines architecture’s historical relationship with the environment by engaging with broad Anthropocene questions. We will trace changing conceptions of "nature" through the study of the co-production of architecture and the environment, and the ways in which designers continually reconceive the human-nature relationship. Topics include colonial land management, materiality, infrastructure and resource extraction (eg. Erie Canal, dams, solar farms), waste, architecture of logistics (eg. Walmart and Amazon), eco-cities and sustainable urbanism, and landscapes of food production.

Crosslisted as: ARTH-302. Offered: Spring.

ENVST 305 - Seminar on Climate Risk and Resilience (1)

J Townsend

An exploration of our scientific understanding of the risks of climate change. Focused on the primary scientific literature, this course covers risk and vulnerability assessments, climate modeling and scenario development, remote sensing and observational data interpretation, critical thinking about scientific articles, and use of scientific evidence to understand the risks of extreme weather events, sea level rise, and other manifestations of anthropogenic climate change. Discussions will emphasize how climate science informs how we can make society more resilient to climate risks.

Prerequisite: One Environmental Studies Science Foundation course. Offered: Fall.

ENVST 310 - Seminar: Religion and Environment (1)

This interdisciplinary seminar explores the traditional ecological knowledge (TEK) of indigenous peoples. Drawing upon scholarship from such diverse fields as acoustic ecology, ethno-ecology, ethnography, geography, environmental history, Native American and Indigenous Studies, and religious studies, we will examine indigenous knowledge about particular species and relationships between them.

Crosslisted as: AMST-310, RELST-310. Offered: Spring.

ENVST 315 - Examining Rurality

Priya Chandrasekaran

This seminar tackles issues of rural development, transformations, populism and identity. Through social science, literature and film, we examine the "rural" as dynamic, power-laden and intertwined with urbanization. What does "rural" mean? How has it come to be? Why is it both overlooked and important? How are race, caste and gender (re)made in rural places around the world? Students cultivate a relationship with a rural organization and periodically present experiences and research to peers. The final project is a collaborative virtual exhibit.

Prerequisite: One course in Environmental Studies, Africana Studies, Anthropology, Sociology or Women’s and Gender Studies. Offered: Spring.

ENVST 318 - Environment, Natural Resources and Conflict (1)

Alma Lowry

Conflict is an unavoidable part of environmental management and policy development. This course will use an environmental/natural resource lens to introduce theories of conflict and conflict management. Students will study the causes and dynamics of conflicts; consider the role of culture, identity, and scientific expertise in conflict escalation and resolution; and learn conflict resolution techniques. Using case studies and simulations, students will learn to analyze and map conflicts, from simple disputes to "wicked" conflicts, and practice conflict resolution skills.

Prerequisite: One course in Environmental Studies or Government. Offered: Fall.

ENVST 320 - Renewable Energy Systems

Aaron Strong

This course explores the scientific, technical and policy dimensions of renewable energy technologies. Focused on the primary literature, the course builds on case studies of solar power, wind power, electrification, electric vehicles, and battery technology. The course will review the current state of policy avenues for deployment of these technologies and the social and political challenges involved. Discussions in class will emphasize the human dimensions of renewable energy deployment and the course will engage with area stakeholders engaged in renewable energy deployment around Clinton.

Prerequisite: ENVST/GOV/GEO 212 Climate Change.

ENVST 323 - Queer Feminist Climate Justice

Jeff Feng

This seminar examines U.S. climate politics through a queer and feminist of color lens. We analyze the disproportionate, intersectional, gendered harms of climate change inflicted upon queer and trans people. Examining case studies, students interrogate critical environmental justice frameworks and practice using tools from queer theory, queer of color critique, and women of color feminisms to fill the gaps of traditional climate justice frameworks and address its exclusion of queerness. Turning to activism throughout the seminar, students also analyze how queer and feminist social movements fight for climate justice.

Prerequisite: ENVST-234 or one 200-level Women’s and Gender Studies course.

ENVST 325 - Environmental Data Science

This course will focus on the application of statistical programming for big data associated with ongoing environmental issues. Students will gain experience in statistical programming throughout the entire data life cycle including data management and provenance, analysis, visualization, and communication. Students will learn the fundamentals of applying statistical modelling and machine learning for making predictions and inferences for environmental data. Students will also learn considerations of data science that are unique to environmental data including spatial, temporal, ethical, and justice concerns. Environmental topics will include climate change, pollution, natural disasters, and agricultural impacts.

Prerequisite: Must have taken ENVST 206 or an introductory statistics course in math or an applied discipline such as economics.

ENVST 340 - Changing Arctic Ecosystems (1)

Heather Kropp

An examination of the primary literature on environmental and climate change in Arctic and sub-Arctic ecosystems. We will investigate the interplay between anthropogenic, physical, and biological processes in high latitude regions. We will explore current research on the cycling of water, carbon and energy throughout high latitude ecosystems and the potential for these regions to amplify global climate change.

Prerequisite: 100-level Geoscience course OR Biology 237 (Ecology) or Biology 238 (Community and Ecosystem Ecology) OR Environmental Studies 212 Climate Change. Offered: Fall.

ENVST 360 - The Politics and Theory of Place and Space

Cannavo

How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America’s agricultural landscape, and the impact of climate change.

Prerequisite: one 200-level course in American politics or

political theory. Crosslisted as: GOVT-360. Offered: Fall.

ENVST 367 - The History and Literature of Himalayan Mountaineering, from the 19th Century to the Present. (1)

Maurice Isserman

Examines Himalayan mountaineering over the past 150 years, and its roots in imperial expansion, national rivalries, and cultural and social evolution. Topics include mountaineering in the age of empire, George Leigh-Mallory's death on Everest, American mountaineering in the Himalaya, conquest of the 8,000 meter peaks, the role of Sherpas in mountaineering, and the rise of commercial mountaineering. (Writing-intensive.) There will be an optional 2-week field trip to the Annapurna region of Nepal over spring break, conditions permitting. Generous travel aid is available to make the trip affordable to all students in the course.

Crosslisted as: HIST-367. Offered: Spring.

ENVST 373 - Conservation Biology (1)

C. Briggs

Survey of the conservation of biological diversity from genes to populations to ecosystems. We will explore current ideas and literature in protecting, preserving and restoring biodiversity and ecosystem function. Discussion of ecological foundations, techniques to study conservation (e.g., technological, molecular, habitat restoration), and policy issues. We will examine causes of diversity loss such as habitat loss, and how conservation planning can help mitigate losses in the face of continuing anthropogenic pressures such as fragmentation, pollutants and climate change.

Prerequisite: One laboratory science course. Crosslisted as: BIO-373. Offered: Spring.

ENVST 380 - Community Engaged Communication

Wyatt Galusky

This is a project-based course exploring environmental issues integral to the local community, especially the climate crisis and climate justice. Students will interact with local communities of practice – interaction that takes as its starting point the experiences and priorities of these local constituencies and which seeks to present those findings in manners that are broadly accessible. Projects will focus on three primary objectives: assessing existing strategies addressing the climate crisis and sustainability within a designated community of practice, analyzing the strengths and challenges related to those strategies and their applicability to broader change, and generating narratives (e.g., technical, creative) to inform the wider local community.

ENVST 520 - ENVST 520 S Senior Capstone Practicum

Aaron Strong; Priya Chandrasekaran

The course is summative and fulfills the Senior Program requirement in Environmental Studies. Building on previous coursework in the concentration, the capstone practicum focuses on developing and applying interdisciplinary research methods, skills and analytical tools to collaboratively understand and address environmental problems. Students conduct thematically linked, community-engaged research projects around a chosen salient environmental problem. Enrollment restricted to senior Environmental Studies concentrators. ENVST Program (Spring 2021: Strong and Chandrasekaran).

Prerequisite: Enrollment restricted to senior environmental studies concentrators. Offered: Spring.

ENVST 549 - Preparatory Research for Senior Project (0.50-1.00)

Environmental Studies and related faculty

Students doing experiments, data-gathering, or other significant empirical or field work in preparation for their senior project should carry out this work prior to taking 550 and under the guidance of their thesis adviser. This research course is generally done in the fall of senior year, but in certain circumstances may be completed in the spring of junior year or the summer before senior year. Depending on the extent of their research, students may take this course for full or half credit.

Offered: Fall, Spring, Summer.

ENVST 550 - Senior Project (1)

The Program

An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. Proposals for Senior Projects are developed with a faculty advisor and submitted to the ES advisory committee prior to course registration.

Prerequisite: Permission of instructor. Offered: Fall, Spring.

ESOL-English for Speakers of Other Languages

ESOL 101 - The American Academic Essay (1)

Britt-Hysell

Students will learn how to write deeper, clearer, richer, and more satisfying papers than they have ever written before. This course will explore the techniques and methodologies in the processes of reading, writing, and critical thinking. By experimenting with genres, students will learn to pay attention to what other writers have to say and why and how they make the genre work for them. Students will deepen their understanding of American academic writing, augmenting the confidence and strengthening the skills necessary for college level writing and beyond.

Offered: Fall.

ESOL 102 - The Etymology of American Social Movements (1)

Britt-Hysell

Words matter. In collaboration with a select group of guest lecturers, we will explore which cultural-symbolic concepts are best applied to understanding social movements across disciplines: history, religion, music, art, philosophy, genetics, and literature. We will examine the ideology of racism and discrimination through the lens of human rights activism, in particular, the reasons why leaders, like Cornel West believe a coalition strategy is the best approach to the American struggle to secure equal rights for all.

Offered: Spring.

FRNCH-French and Francophone Studies

FRNCH 110 - Elementary French (1)

Stempniak

A thorough grounding in speaking, writing, reading and comprehension for beginners. This is an intensive, interactive course in which students make rapid gains in oral fluency and are able to read short texts. Textbook readings, daily on-line and written exercises supplemented by short texts and films.

Prerequisite: For students with no prior experience in French. Offered: Fall.

FRNCH 111 - Power Accelerated Beginners'' French (1)

Guyot-Bender

This fast-paced course covers two semesters of beginning French. Students receiving a B can enroll in Fr 130 in subsequent fall and be eligible to apply to Hamilton in France the following year. This highly interactive course emphasizes conversation and vocabulary acquisition before moving toward reading, written communication and discussion of cross-cultural issues through film and texts. The course meets five times a week plus conversation sessions and/or lab. Designed for students who have taken some French before (no more than one year in high school)and motivated true beginners.

Prerequisite: No more than one year of high school French. Offered: Spring.

FRNCH 120 - Second-Term French

Barnet (Spring)

Increased instruction in aural comprehension, speaking, reading and writing. In 120, students engage in more in-depth conversation topics and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration.

Prerequisite: 110 or placement in 111/120.

FRNCH 130 - Communication in Francophone Cultural Contexts: Intermediate French I

Mwantuali

The diversity of the French-speaking world provides the focus for active student engagement toward the acquisition of greater proficiency in speaking, comprehending, reading, and writing French. Reinforcement of major grammatical structures, regular oral practice and conversation, readings in contemporary cultures and social issues. Incorporates texts, film and other media as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant.

Prerequisite: 111, 120 or French placement exam.

FRNCH 140 - Communication in Francophone Cultural Contexts: Intermediate French II

Morgan (Fall); Stempniak (Spring)

This intermediate-level French course is based on film

scripts, films, and other related materials. Focus on speaking, listening, reading, and writing to express ideas and arguments with precision and nuance. Review of advanced grammar structures and expansion of vocabulary to develop strategies for description and narration and in expressing preferences and opinions, Analysis of texts and films develops critical thinking in French. Activities such as debate, interviews, discussion, and written assignments. Conducted entirely in French.

Prerequisite: 130, placement exam, or consent of instructor.

FRNCH 200 - Written and Oral Argumentation Through Contempory Texts

Mouflard (Fall); Stempniak (Spring)

An intensive course focusing on oral and written argumentation, proper nuanced expression, improvement of syntax and vocabulary-building strategies through the exploration of contemporary literary and cultural texts. Fall program focuses on questions of national and cultural identity using literature and cinema of immigration. Spring program focuses on the analysis of Simone de Beauvoir's societal novel Les belles images (1967) and films on contemporary issues. Additional mandatory discussion session and activities.

Prerequisite: 140 or placement exam; heritage speakers with instructor permission.

FRNCH 211 - Reading in French I: Education in French and Francophone Literatures

Mouflard

This course explores the various representations of education in French and Francophone literatures, from the 17th to the 21st century. Texts written about academic, social, individual, and familial education are studied in conjunction with historic and geographical considerations of gender roles, along with national and colonial history. Reading across genres (theater, pamphlets, novel, autobiography, and autofiction) and across historical periods, we will learn how to think and write critically about literature in its cultural contexts using various techniques and methodologies of textual analysis. Authors include Molière, Rousseau, Colette, Pennac, Sijie, and Bouraoui. (Proseminar.)

Prerequisite: French 200, appropriate score on placement exam, or consent of instructor.

FRNCH 212 - From Vidocq to Vargas: Crime in French Culture and Fiction

Morgan

From the 19th-century serial novel to today's the Netflix success of "Lupin," dramas of life play out in French crime narrative that track transgressions, from affairs of the heart to atrocities committed by the government. This course examines works by figures ranging from convict turned policeman Vidocq, the real-life inspiration for Hugo's Jean Valjean of *Les Misérables*, to Fred Vargas and Elsa Marpeau, two women revising the genre today. As we study the evolution of crime fiction since the early 19th century, we shall also consider the rise and manner of crime reporting in the French media and today's cultural fascination with "true crime."

Prerequisite: French 200, appropriate score on placement exam, or consent of instructor.

FRNCH 240 - Maghreb Literature in French: Traditions and Modernity (1)

Claire Mouflard

This course provides an introduction to North-African literature written in French, through texts of authors who have emigrated to France. From the Algerian War to the Banlieue Riots, this course explores the following themes: colonialism and postcolonialism, bilingualism, cultural and national identity, secularism and religion, gender and sexual identity, literary identity and authority. Authors include: Sebbar, Mokeddem, Begag, Ben Jelloun, and Slimani. Counts toward the concentration.

Prerequisite: 200 or consent of instructor.

FRNCH 250 - Exploring Contemporary France: Current Events (1)

Guyot-Bender

Study of selected current events and trends in the larger context of France's history, geography and sociopolitical forces. The course alternates readings from a textbook, recent media and films on current events. Topics include youth cultures, national and religious identities, labor laws, environment and the recent debate around president Macron's initiatives. Engaged participation in class discussion expected. Short written assignments and longer final research paper/presentation. Taught in French. Prerequisite, French 200, appropriate score on placement exam, or consent of instructor.

Prerequisite: French 200, appropriate score on placement

exam, or consent of instructor. Offered: Fall.

FRNCH 276 - Francophone Theaters (1)

Joseph E. Mwantuali

An exploration of diverse playwriting techniques and themes in different French-speaking areas. Plays read or watched on video. Assignments include text analysis as well as dramatic readings and/or reenacting scenes from the plays. Authors read include: Michel Tremblay and Marie Brassard (Québec), Aimé Césaire (Martinique), Maryse Condé (Guadeloupe), Mikanza Mobyem (Congo-Kinshasa), Marie Ndiaye, Sartre, Camus, Beckett, or Ionesco (France), Guillaume Oyono Mbia (Cameroun), Guy Régis Jr. (Haiti), Sony Labou Tansi (Congo-Brazzaville), and Werewere Liking (Cameroun-Côte d'Ivoire).

Prerequisite: French 200 or permission of the instructor. Offered: Spring.

FRNCH 280 - Francophone Cultures

Mwantuali

An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants.Taught in French.

Prerequisite: French 200, appropriate score on placement exam, or consent of instructor. Instructor's consent also required for those returning from study in France.

FRNCH 285 - 1968: Is Paris Burning?

Morgan

In May 1968, France experienced social unrest on an unprecedented scale: massive student demonstrations preceded a general labor strike by millions of workers from all sectors of employment. Social and political unrest characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores post-war French history and concurrent developments in the university, the arts and intellectual life.

Prerequisite: 200 or consent of instructor.

FRNCH 292 - What's New? Improving Oral Communication in French I

Emphasis on acquiring oral proficiency both in terms of spoken French and of general communication. Work centers on improving pronunciation, acquiring vocabulary, and developing communication strategies. Exploration of contemporary topics in French media through a number of oral intensive assignments culminating in a final presentation.

Prerequisite: French 200, appropriate score on placement exam, or consent of instructor. Offered: Spring.

FRNCH 293 - What's New? Improving Oral Communication in French II

Emphasis on acquiring oral proficiency both in terms of spoken French and of general communication. Work centers on improving pronunciation, acquiring vocabulary, and developing communication strategies. Exploration of contemporary topics in French media through a number of oral intensive assignments culminating in a final presentation.

Prerequisite: French 200, appropriate score on placement exam, or consent of instructor.

FRNCH 326 - Ecocritique: Environmental Literature in French

Stempniak

This course explores how literary and visual arts of the Francophone world can help us perceive climate change. We will examine how concepts such as 'écocritique' and 'écopoétique' can illuminate our understanding of how cultural forms shape the ways that people see, understand, and relate to the world. Cultural expressions of the human-nature relationship will be studied in texts by Chateaubriand, Sand, Maupassant, Camus, Chamoiseau, and Spitz and by theorists such as Serres, Latour, and Rabhi.

Prerequisite: 211, or above. Offered: Fall.

FRNCH 348 - Life on Reels: Art and Reality in Contemporary French Cinema

Guyot-Bender

Compared to action or fantastic cinema, contemporary French cinema privileges understatement and slow depictions of complicated "real life" events. We examine the complex transformation of identifiable life situations in recent French films and the relationship between life and its representations. Introduction to French cinema history, film terminology, and common cinematographic techniques followed by study of feature films and documentary by filmmakers such as Jacques

Audiard, Agnès Jaoui, Abdekadif Kechiche, Gilles Lellouche, and Agnès Varda.

Prerequisite: FRNCH-211 or above; FRNCH-200 with instructor permission.

FRNCH 356 - Writing the Self: Autobiography Across the Francophone World

Mwantuali

Exploration of the autobiographical experience of French-speaking authors from France, the Caribbean, and Africa, in memoirs, auto-biographies, journals, diaries, and film. Consideration also of the different cultures, sexes, and social contexts. Authors/filmmakers may include Michel Leiris, Simone de Beauvoir, Jean-Paul Sartre, Maryse Condé, Assia Djebar, Camara Laye, Mariama Bâ, Ken Bugul, Moufida Tlatli, Maïwenn, Zakia Tahiri, The final project consists of writing an autobiography/literary journal or diary (real or fictive), or producing an autobiographical short film. Taught in French.

Prerequisite: 211 or above, or consent of instructor.

FRNCH 357 - Visages et Voix de la Ville: Exploring Contemporary Paris

Morgan

Paris as urban space, object of representation, and vital element of French cultural identity. We will examine Paris in terms of geography and municipal organization, its social and spatial hierarchies, turbulent history and challenging future, and its cultural representations. Texts by writers such as Perec, Ernaux, Maspero, Milne, Clerc and theorists such as Augé and Lefevbre. Visual and digital media are supplemented by guest lecturers and specially designed virtual guided tours. Taught entirely in French.

Prerequisite: 211 or above, or permission of the instructor. Offered: Spring.

FRNCH 365 - Adventures and Encounters in Travel Literature in French (1)

Mouflard

From Montesquieu's Lettres Persanes to Tintin's adventures in Asia, this course explores the concept of travelling in all its forms: the thirst for adventure in a foreign land, colonial travels, the forced voyage of exile and immigration, and even space travel. The historical and sociocultural components of various texts of the travel literature genre in French are examined in context. Authors include Montesquieu, Voltaire, Saint-Exupéry, Marcel Aymé, Hergé, Gisèle Pineau, Kim Thuy, and Amélie Nothomb. Students will write their own fictional récit de voyage in the form of a travel journal.

Prerequisite: 211 or above, or consent of instructor. Offered: Spring.

FRNCH 374 - African Cinemas.

Mwantuali

An introduction to the cinema of Africa. This course is a study of major cultural and socio-political issues as well as of techniques, and the crucial question of "language(s)" in African cinemas, from the colonial to the post-colonial era. African filmmakers include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo, Kwaw Ansah, Djibril Diop Mambety, as well as some non-African directors such as Thierry Michel and Tristan Boulard. Taught in French.

Prerequisite: One 200-level course or above, or consent of the instructor.

FRNCH 406 - What's so Funny? Laughter and the Comic in French Culture

Krueger

What makes us laugh, and what is the social function of comedy? This course examines French comic literature, film, theater and performance from medieval fabliau and farce, modern comic fiction and theater, to contemporary cinema and stand-up comedy; works of imagination are read against the theories of Aristotle, Joubert, Baudelaire, Freud, Bergson, and Bakhtin. Authors and artists include Rabelais; Molière; Voltaire; Georges Feydeau; Albert Jarry; Eugène Ionesco; Jacques Tati; Agnès Jaoui; and Gad Elmaleh. Work includes a personal *carnet du rire*, an oral presentation, and a longer project.

Prerequisite: 211 or above, or consent of instructor.

FRNCH 415 - Out in the City: Nineteenth-Century Paris (1)

Morgan

Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (drawing, caricature and photography) and writing (journalism and literature) to examine topics such as money, pleasure, looking, flânerie, fashion, social class and gender within the context of urban decay and renewal. Attention to the historical and social

geography of Paris complements study of writers such as Balzac, Girardin, Baudelaire and Zola and artists such as Daumier, Nadar, and the impressionists.

Prerequisite: one 300-level course or consent of instructor.

FRNCH 417 - Politics of Language in the Francophone World

Vu, Yen

This course explores the limitations, functions, and capacities of language through postcolonial and comparative lenses. We will investigate the relationship between language and nation or language and identity, and explore forms of language such as tongue, discourse, and corporeal language. Sources will include critical texts, narratives, and film from Sartre, Fanon, Lê, Lafèrriere, Chraibi, among others. Students will gain the tools and perspectives to question the language(s) we speak, write, interpret, choose and exclude.

Prerequisite: One 300-level course; or instructor's permission.

FRNCH 418 - Place and Space in 20th/21st-Century French Literature and Film (1)

Guyot-Bender, M.

The course will focus on novels and films which titles include a place name. It will explore how place and space shape characters, their past, and aspiration for the future, and how texts shape those spaces in words and images. We will speak about "l'espace littéraire et l'espace filmique" to deepen our understanding of the relationship between text and place. Reading list includes Hiroshima mon amour (duras); Quartier perdu (Modiano); Onitsha (Le Clezio), and contemporary novels by Oster and Toussaint. Films will include Le Havre, Outremer, some films with "Paris" in their titles.

Prerequisite: Study abroad, or 300. Very strong students with 211 or 212.

FRNCH 420 - Women's Writing in Contemporary France (1)

Morgan

Examination of current trends in French women's writing with attention to the cultural locations of its various forms such as the crime novels, autofiction, memoir, and satire. Authors may include Varga, Despentes, Ernaux, Calle, Sebbar, Ndiaye, Bouraoui, Cusset, and Angot.

Prerequisite: French 211, or permission of instructor. Offered: Fall.

FRNCH 421 - Romance, Revolution, and Rebels in the 19th-Century French Novel (1)

Morgan

This course will examine emerging and competing forms of the French novel in the first half of the 19th century, exploring their engagements with romantic individualism, sentimental fictions, recent history and, ultimately, realist aesthetics. Authors studied may include Hugo, Balzac, Duras, Sand Girardin, Stendhal and Flaubert.

Prerequisite: one 300-level course or consent of the instructor.

FRNCH 423 - Gender and Immigration

Claire Mouflard

In-depth study of authors and filmmakers of the North African and Caribbean diasporas who, while French nationals residing in metropolitan France and writing in French, are often considered outsiders to the French literature realm. Focus on women writers, ethnic and gender stereotypes in the texts (novels, short stories, films) and paratexts (publishing materials, online and print media) of twentieth-and twenty-first century "female" postcolonial literature in France. Readings include works by Bellil; Bessora; Bouraoui; Pineau.

Prerequisite: One 300-level course; or instructor's permission.

FRNCH 428 - Post-War Cinematographic Memory (1)

Guyot-Bender

Based on three chapters of recent French history (the Occupation and the Holocaust; relationship with Algeria; May 1968 and social unrest), investigates how filmmakers mediate individual and national memories through moving images. The films will be considered in the context of recent historiographical material, theoretical discourse on cinema, and very specific cultural policies in France, as well as popular events around cinema. Includes about 10 movies. Some Friday afternoons will be reserved for film screenings.

Prerequisite: one course at the 300-level or above. Offered: Fall.

FRNCH 432 - Picturing War in Twentieth-Century France (1)

Guyot-Bender

Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and media and tones (tragic, ambiguous, mundane and comical) that respond to specific needs, and impact their "public" in different ways. Course material includes 20th-century novels, fiction and documentary film; paper and electronic news media; monuments and museums, popular forms of expression (soldiers' letters, jokes, songs, games); and other visual arts.

Prerequisite: one 300-level course or consent of instructor.

FRNCH 435 - Reality as Fragment: Surrealism, the Absurd and Commitment between World War I and World War II (1)

Guyot-Bender

Examines the artistic reaction to World War I and its anticipation of World War II with a focus on what is known as the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, studies of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux, Michaux and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie "La Regle du jeu."

Prerequisite: French 211 or 212, or consent of the instructor.

FRNCH 439 - A la mode: Fashion and the Body in French literature and culture, 19th-century to present Ã‚Â (1)

Stempniak, K

This course examines how representations of the (adorned) body have evolved in French literature and culture. From Zola to Duras to Godard, we explore modern fashion's emergence as a constitutive element of culture and society. Topics include gender and embodiment; politics and fashion; capitalism and modernity; race and identity; design and aesthetics; and Paris as fashion capital. Sources include literature, film, fashion journals, advertisements, and other forms of visual art. Course may include off-campus visits.

Prerequisite: French 200or above. Offered: Fall.

FRNCH 455 - The African Novel

Mwantuali

Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writings. The search for authenticity and answers to problems of narrative techniques, oral and written traditions, African feminism, politics, cultures, and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Aoua Kéita, Daniel Biyaoula, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall, Ken Bugul, Mariama Bâ, and Werewere Liking. Taught in French.

Prerequisite: 300-level course; or instructor's permission.

FRNCH 550 - Senior Independent Research Project (1)

The Department.

Independent study program consisting of the preparation and oral presentation of a paper in French.

Offered: Spring.

FRNCH-Translation Taught in English

FRNCH 160 - History of French Cinema (in English): Labor on Film (1)

Guyot-Bender

This First-Year course offers an overview of major movements of French cinema's long and significant history. This year's topic is the representation of labor including films from the Lumière brothers era, post WWI poetic realism, the 1960s New Wave and militant cinema to today's new realism and parody. The theme of work will familiarize students with French social and political history. Taught in English (films in French with English subtitles). Reading on the theory of film and French cultural history will supplement screenings. The class may include field trips.

FRNCH 241 - In Translation: North African Literature in France

Claire Mouflard

Introduction of North African diaspora in France through texts in translation. The course analyzes the roots of gender and religion-based stereotypes as they affect the Muslim population. It includes considerations on the History of North-African immigration in France; the aftermath of the French-Algerian War, as well as French secularism. Readings include novels and critical texts, online research, and films focused on the immigrant experience in

France. Taught in English. No knowledge of Arabic required.

Crosslisted as: LIT-241.

GEARC-Geoarchaeology

GEARC 325 - Analytic Methods in Archaeology (1)

Quinn

A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. Three hours of class and three hours of laboratory.

Prerequisite: 106. Crosslisted as: ARCH-325. Offered: Fall.

GEARC 500/501 - Senior Project (1)

The Program

A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501.

GEOSC-Geosciences

GEOSC 101 - Principles of Geoscience: Earth Resources and the Environment (1)

Bailey

A study of Earth's mineral deposits and energy resources, their distribution, origin, economic significance, and the environmental impact of their extraction and consumption. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment 24. Bailey

Offered: Spring.

GEOSC 103 - Principles of Geoscience: Geology and Human Events in North Africa and the Middle East (1)

Tewksbury

An interdisciplinary study exploring the influence of environment, water resources, climate change and bedrock geology of North Africa and the Middle East on prehistory, history, international relations and prospects for the future. Special emphasis on developing GIS skills.

Crosslisted as: AFRST-103. Offered: Fall.

GEOSC 105 - Our Interconnected Earth

Nicholas Roberts

How are earthquakes, volcanoes, river systems, oceans, the atmosphere and the biosphere in which we live interconnected? This course introduces fundamental concepts in geoscience through an exploration of how the human experience is shaped by our planet's many processes—and our drive to fit them to our purpose.

GEOSC 110 - Principles of Geoscience: Geology and the Environment (1)

Rayne

An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources.

Offered: Fall, Spring.

GEOSC 112 - Principles of Geoscience: The Marine Environment (1)

C. Domack

An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution.

Offered: Spring.

GEOSC 115 - Principles of Geoscience: Evolution and the Environment (1)

Beck

This course looks at the intersection of life and earth history as a lens for understanding fundamental concepts in geology. Evolution will be studied on multiple scales from the origins of life in deep time, to hominin evolution in the Quaternary, to looking ahead to how we may have to culturally evolve in the face of anthropogenic climate change.

Offered: Fall.

GEOSC 201 - Seminar on Iceland (0.5)

Tewksbury

An interdisciplinary study of Iceland focusing on geologic

features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit.

Prerequisite: Principles of Geoscience. Offered: Spring.

GEOSC 202 - Iceland Field Study (0.5)

Tewksbury

A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland.

Prerequisite: Principles of Geology. Offered: Summer.

GEOSC 209 - Hydrogeology (1)

Rayne

The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips.

Prerequisite: Principles of Geoscience. Offered: Spring.

GEOSC 211 - Paleoenvironmental Reconstruction: Applications of Sedimentology and Stratigraphy

Beck

This course focused on how the fundamentals of sedimentology and stratigraphy can be used to reconstruct past environments and study how they change through time. This will include a study of the classification of siliciclastic and carbonate rocks, how the energy of systems controls the type of rocks deposited, and the paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips.

Prerequisite: Principles of Geoscience.

GEOSC 212 - Climate Change (1)

Strong

This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change, including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times.

Prerequisite: One semester of science or permission of instructor for first year students. Crosslisted as: ENVST-212, GOVT-212. Offered: Fall, Spring.

GEOSC 213 - Fire and Ice: Seminar on the Geology of Iceland in a Global Context

B. Tewksbury

Iceland plays a critical role in our understanding of volcanic, glacial, and plate tectonic processes. In this seminar, students will engage in a collaborative, in-depth exploration of the unique interactions among volcanic, glacial, and hydrologic processes in Iceland in the context of climate change through analysis of geologic data sets, maps, and the geologic literature and discussion of the results of their analyses.

Prerequisite: Take a course from Principles of Geoscience.

GEOSC 214 - Drones and Phones: Seminar on New Tools for Geologic Field Work and Data Collection

D. Tewksbury

Digital data collection using UAVs and smart phones has become an important tool for geologists to develop high resolution images and 3-D models of field terrains and outcrops. In this seminar, students will have a hands-on, in-depth experience with the methods, uses, and limitations of Structure from Motion photogrammetry in geoscience field work and research.

Prerequisite: Take one course in Principles of Geoscience.

GEOSC 220 - Mineralogy (1)

Bailey

An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip.

Prerequisite: Principles of Geoscience. Offered: Fall.

GEOSC 227 - The East African Rift System

Beck C

This course will use the East African Rift System to explore Quaternary Earth System processes through reading of scientific literature and practice in scientific

writing. Topics covered will include the origins of rifting, sedimentary basin analysis, and the implications of paleoenvironmental and paleoclimatic reconstruction on our understanding of hominin evolution.

Prerequisite: Any 100-level, Principles of Geoscience course. Offered: Spring.

GEOSC 230 - Structural Geology and Tectonics (1)

Tewksbury

An introduction to concepts of deformation of the lithosphere and the processes and products of rock deformation from microscopic to plate scales. Neotectonics as well as reconstruction of geologic history from the record of deformed rocks. Six hours of class/laboratory with field trip.

Prerequisite: Principles of Geoscience. Offered: Spring.

GEOSC 235 - Volcanoes: Their Role in Controlling Climate and in Generating Critical Resources

David G. Bailey

This course focuses on the important role volcanoes have played, and continue to play, in shaping the global environment. Students will explore issues related to the impact of volcanism on the atmosphere and climate and the role of volcanism in forming many of our critical economic resources. Other topics that may be explored depending upon student interest include: the role of volcanism in the origin and evolution of life, the impact of volcanic disasters on the global economy, the geothermal energy potential of volcanic systems, the impact of volcanism on human health, and the use of volcanic materials for long-term carbon sequestration.

Prerequisite: Any 100-level Geoscience course or permission of Instructor.

GEOSC 236 - Soils and the Environment (1)

Rayne

A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and two hours of laboratory.

Prerequisite: Principles of Geoscience. Offered: Fall.

GEOSC 238 - Age of Dinosaurs

Kris Kusnerik

A study of paleontological, geological, and biological topics through the lens of dinosaurs and other inhabitants (flora and fauna) of the Mesozoic Era. Topics include habits and lifestyles of dinosaurs, the taxonomic relationships of different groups, extinction, evolution, and modern topics in dinosaur research. Other topics include the history of dinosaur research and depictions of dinosaurs across science and popular media.

Prerequisite: A 100 level course in Geology, OR biology with instructor permission.

GEOSC 240 - Meteorology (1)

Domack

A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours (TBA) of laboratory/discussion.

Prerequisite: Principles of Geoscience. Offered: Spring.

GEOSC 250 - Seminar on Geology of the Desert Southwest

D. Bailey & C. Beck

This is a half-credit seminar to prepare students for GEOSC 291 (Field Studies in the Desert Southwest). Students will meet for 3 hours every other week to learn about the geologic and human history of the southwestern United States, with an emphasis on the large-scale geologic processes that shaped Arizona and how humans interact with, and modify, the natural environment.

Prerequisite: Any 100-level Geoscience course; may be taken concurrently. Corequisite: GEOSC-291.

GEOSC 260 - Geomicrobiology

McCormick M

Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diversity of microbes, their metabolic strategies and their habitats, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments, and the role of geomicrobiology in the restoration of contaminated environments. Prerequisites, Bio 100, or Principles of Geology, or consent of instructor. Chem 120/125 recommended.

Prerequisite: Bio 100, 101, 102 or 115, or Principles of

Geology, or consent of instructor. Chem 120/125 recommended. Crosslisted as: BIO-260. Offered: Spring.

GEOSC 290 - Paleontology

K. Kusnerik

A study of the history of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips.

Prerequisite: Principles of Geoscience. Crosslisted as: BIO-290.

GEOSC 291 - Field Studies in the Desert Southwest

C. Beck & D. Bailey

A field study of the geology of southern and central Arizona. Emphasis will be placed on examining evidence of large-scale geologic processes and how humans interact with, are influenced by, and modify the natural environment. A 10-day, intensive field course emphasizing experiential learning. Course will involve moderate hiking in remote areas. January 2020; extra cost; one-half credit. Prerequisite; any 100-level Geoscience course and permission of instructors.

Prerequisite: Any 100-level Geoscience course, and permission of instructors.

GEOSC 309 - Advanced Hydrogeology and the Environment (1)

Rayne

Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and two hour lab/discussion with field trips.

Prerequisite: 209. Offered: Fall.

GEOSC 310 - Igneous and Metamorphic Petrology (1)

D Bailey

A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. Offered in alternate years. Next offered Spring 2022.

Prerequisite: 220. Offered: Spring.

GEOSC 312 - Volcanology (1)

Bailey

An examination of active volcanic processes on Earth through focused case studies and laboratory based projects. Emphasis placed on the physical and chemical processes involved in the origin and evolution of volcanic systems.

Prerequisite: Geosciences 220. Offered: Spring.

GEOSC 370 - Coastal Geology and Environmental Oceanography (1)

C. Domack

Advanced study of coastal marine processes with an emphasis on environmental issues and case studies.

Prerequisite: one 200-level course in geosciences. Offered: Spring.

GEOSC 375 - Origins of Natural Systems

D Bailey

A broad overview of the origin of the universe, solar system, Earth, and Earth systems. Particular emphasis on the application of geochemistry to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics, and the origin of the oceans, atmosphere, and life.

Prerequisite: Any 200-level Geoscience course.

GEOSC 380 - GIS for Geoscientists

Tewksbury

Introduction to basic concepts in computer-based GIS emphasizing hands-on practice in portraying and analyzing spatially referenced data sets to produce a variety of types of digital products and to solve geologic problems. Practice using data from multiple sources, including data downloaded from online sources, field-collected data and published map data. Emphasis on mastery of basic skills and techniques using ESRI ArcGIS Pro software.

Prerequisite: any course in geoscience that addresses GIS or permission of the instructor. During junior and senior class pre-registration, open only to geoscience concentrators.

GEOSC 390 - Advanced Paleontology: Special Topics in Paleobiology and the Fossil Record (1)

Domack

Advanced topics in paleontology including exceptional preservation, microfossils, plant lagerstatte, mass extinctions, invertebrate assemblages, and extraordinary vertebrate fossil sites. Three hours of class and one hour of laboratory.

Prerequisite: Geoscience 290. Offered: Fall, Spring.

GEOSC 510/511 - Senior Project (1)

The Department

A two-term course during which concentrators pursue an independent research project and present the results to the department. Proposals for independent research projects must be completed in the spring semester of the student's junior year. Must be taken in conjunction with the Department's two-term, Senior Seminar (GEOSC 551 / 552).

Offered: Fall, Spring.

GEOSC 551 - Senior Seminar I

Bailey D

A half-credit seminar to be taken in conjunction with GEOSC 510 (Senior Project). In this course students will examine, discuss, and reflect upon structural and institutional hierarchies in the geosciences based on the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and/or disabilities. Students will also discuss ethical issues related to work and behavior as geoscience professionals. This seminar, taken along with its companion spring semester seminar (GEOSC-552, will satisfy the department's SSIH requirement.

Offered: Fall.

GEOSC 552 - Senior Seminar II

Bailey D

A half-credit seminar to be taken in conjunction with GEOSC 511 (Senior Project). In this course students will continue to examine, discuss, and reflect upon structural and institutional hierarchies in the geosciences based on the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and/or disabilities. Students will also discuss ethical issues related to work and behavior as geoscience professionals. This seminar, taken along with its companion fall semester seminar (GEOSC 551) will satisfy the department's SSIH requirement.

Offered: Spring.

GERMN-German Studies

GERMN 110 - First-Term German (1)

Introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by short cultural and literary texts. No previous knowledge of German required.

Offered: Fall.

GERMN 120 - Second-Term German (1)

Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings.

Offered: Spring.

GERMN 130 - Third-Term German (1)

Review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories German songs, videos).

Offered: Fall.

GERMN 140 - Introduction to German Literature and Culture (1)

Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work.

Prerequisite: 130 or consent of instructor. Offered: Spring.

GERMN 142 - Regarding the Pain of Others: The Depiction of Suffering in Modern Literature (1.00)

Michael Lipkin

In this course we will study a variety of texts, ranging from fiction to poetry to drama, that ask when and how pain and suffering can be represented, and most important, on whose behalf? We will be especially interested int he way that different depictions of suffering moves un different ways, with accordingly varied political results—whether by conferring sympathy onto individual typically denied it, or by depicting events blocked from public consciousness.

Includes readings from writers such as Goethe, Susan Sontag, the Marquis de Sade, and Elfriede Jelinek.

Offered: Fall.

GERMN 147 - ''Art into Industry'': German Bauhaus 1919-1933 (1)

Schweiger

Investigation of the Bauhaus from its origins in WWI to its 1933 shutdown by the Nazis. Examination of the relationship between art and technology, along with the social and political implications of modern design. Topics include the Bauhaus' interdisciplinary and experimental approach, its position within larger intellectual debates of early twentieth-century Germany, and its impact on modern art and design across the world.

Crosslisted as: ARTH-147. Offered: Fall.

GERMN 154 - Introduction to German Cinema (1)

Department

Introduction to German cinema from the Weimar era to the present. Examination of seminal films from Fritz Lang's *M* to Sebastian Schipper's *Victoria*, we also explore Germany's history from the 1930s to the twenty-first century. Emphasis on the medium's relationship to history, propaganda, memory, identity, and entertainment. Close attention paid to the formal language and thematic preoccupations of expressionist and avant-garde cinema, fascist cinema, New German Cinema, and the New Berlin school. Works by filmmakers such as Riefenstahl, Herzog, Fassbinder, Petzold, and Akin.

Offered: Fall.

GERMN 200 - Topics in Advanced Reading and Writing (1)

Schweiger

Close reading of short texts and newspaper articles; advanced grammar review and extensive writing exercises. Readings focus on contemporary Germany and Austria. Designed for students who have had two years of German or equivalent. Taught in German.

Prerequisite: 140 or consent of instructor. Offered: Fall.

GERMN 213 - War & Society: Germany from Bismarck to Hitler

A survey of German history from 1870 to 1945 with emphasis on the Franco-Prussian War of 1870/71 and the two world wars. Topics include the role of war and its memory in the formation of national identity; militarism; the rise of Nazism; racist antisemitism; and the Holocaust.

Crosslisted as: HIST-213. Offered: Fall.

GERMN 224 - The Art of Empire: Vienna, 1683-1945

John Eldevik

This course explores the history of the Hapsburg Empire and Austria through the art, architecture, literature, and music of its great capital, Vienna, with a particular focus on its role as a center of artistic and cultural production in the long nineteenth century. Readings will include authors like Zweig and Freud, as well as listening to the music of Beethoven and Mahler, and viewing the art of Klimt and Kokoschka, among others. Course includes one required, day-long Saturday excursion to the Neue Galerie museum in New York City.

Crosslisted as: HIST-224.

GERMN 257 - Marx, Nietzsche, and Freud (1)

Franziska Schweiger

This course is an introductory study of key writings by Karl Marx, Friedrich Nietzsche, and Sigmund Freud, three authors indicating revolution of critical thought in the 19 th and early 20th centuries. The goal of this course is to develop a tool-kit for engaging with Critical Theory and contemporary discourses in the humanities and social sciences. We will investigate historical and philosophical foundations of key concepts such as "interpretation," "subject," "history," "society," "morality," and "aesthetics."

Offered: Fall.

GERMN 298 - Advanced Language and Culture (0.25)

Department

1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit.

Offered: Fall, Spring.

GERMN 310 - From Goethe to Grass: Survey of German Literature (1)

Schweiger

Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry,

drama and short prose. Designed as preparation for upper-level literature seminars. Taught in German.

Prerequisite: 200 or consent of instructor. Offered: Spring.

GERMN 440 - Modern Literature of the German-Speaking Countries (1)

Study of post-1945 literature with focus on Austria, the emergence of two contrasting Germanies, and the Neuanschluss leading to unification. Texts by Bachmann, Bernhard, Böll, Grass, Seghers, Wolf and others. Taught in German.

Prerequisite: 310 or consent of instructor. Offered: Fall.

GERMN 500 - Senior Project (1)

A senior thesis required of all concentrators in the department.

Offered: Fall, Spring.

GOVT-Government

GOVT 112 - Comparative Politics (1)

Chan and S Rivera (Fall); Sullivan (Spring)

Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries.

Offered: Fall, Spring.

GOVT 114 - International Relations (1)

D Rivera (Fall);Jumet (Spring)

Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics.

Offered: Fall, Spring.

GOVT 116 - The American Political Process (1)

Johnson (Fall); Winkelman (Spring)

Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society.

Offered: Fall, Spring.

GOVT 117 - Introduction to Political Theory (1)

Martin(Fall); Koutnik(Spring)

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community.

Crosslisted as: PHIL-117. Offered: Fall, Spring.

GOVT 200 - Congressional Politics (1)

Klinkner; Cafruny

Course will examine the factors that influence Congress both at the individual and national level. Students will also complete a volunteer internship with a local congressional office. Does not count toward the concentration. Offered satisfactory/unsatisfactory only.

Offered: Fall, Spring, Summer.

GOVT 201 - Introduction to Feminist Thought (1)

Lacsamana

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought.

Prerequisite: 101 or consent of instructor. Crosslisted as: WMGST-201. Offered: Spring.

GOVT 203 - Women and War: Feminism, Militarism and Nationalism

Hussain

This course examines the ways war and processes of militarization impact women in the Global North and the Global South. Discussion will be accompanied by an analysis of categories such as “women,” “gender” and “sexuality” in relation to the “state” and “nation” during periods of warfare and armed conflict. We will engage with a range of interdisciplinary texts on gender and militarism. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization.

Prerequisite: 101 or consent of the instructor. Crosslisted as: WMGST-203.

GOVT 207 - Politics in the Middle East and North Africa (1)

Jumet

An introduction to Middle East and North African politics with an emphasis on foundational topics central to understanding the region. Applying a variety of theoretical lenses, the course covers Orientalism, colonialism and state-building, the relationship between religion and politics, the persistence of authoritarianism, gender, identity construction, Imazighen and other non-Arab populations, oil and rentier economies, and the Arab Spring and its aftermath.

Prerequisite: 112 or 114. Offered: Spring.

GOVT 208 - Political Parties and Elections (1)

Klinkner

Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections.

Prerequisite: 116 or consent of instructor. Offered: Fall.

GOVT 209 - Political Oratory (1)

Klinkner

Examines examples of American political rhetoric from historical, political and rhetorical standpoints. In addition, students will learn how to write and give their own political speeches.

Prerequisite: GOVT116 or consent of instructor. Offered: Spring.

GOVT 211 - Politics in China (1)

Chan

Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy.

Prerequisite: 112 or 114. Offered: Fall.

GOVT 212 - Climate Change (1)

Strong

This course investigates the scientific, social, economic and political dimensions of anthropogenic climate change, including our scientific understanding of its causes, its local and planetary human and ecological impacts, and the potential for technological, social and policy solutions. Throughout the course, we critically examine the roles of public policy and international negotiations in developing equitable mitigation and adaptation strategies to combat the totalizing problem of our times.

Prerequisite: One semester of science or permission of instructor for first year students. Crosslisted as: ENVST-212, GEOSC-212. Offered: Fall, Spring.

GOVT 213 - Politics in Russia

S. Rivera

Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state's use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future.

Prerequisite: Take any one of the following: GOVT-112, GOVT-114, RSNST-100, RSNST-105, HIST/RSNST-221 OR HIST/RSNST-222 or permission of instructor - Must be completed prior to taking this course. Crosslisted as: RSNST-213.

GOVT 214 - Politics in Western Europe (1)

Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history.

Prerequisite: 112 or 114.

GOVT 216 - Politics in Latin America (1)

Sullivan

Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule,

human rights and political problems of economic development.

Prerequisite: 112 or 114. Offered: Fall.

GOVT 218 - Politics of Africa (1)

Orvis

Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment.

Prerequisite: 112, 114 or Africana Studies 101. Crosslisted as: AFRST-218. Offered: Spring.

GOVT 219 - Congress & Legislative Politics (1)

Klinkner

Examination of the politics and behavior of the legislative branch of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of congressional decision-making in foreign and domestic policy.

Prerequisite: 116. Offered: Fall.

GOVT 221 - The American Presidency (1)

Examines the nature and influence of the executive branch in American politics, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and decision-making in foreign and domestic policy.

Prerequisite: GOVT 116. Offered: Spring.

GOVT 224 - Presidential Nomination Campaign Fieldwork (0.5)

Philip Klinkner

Students will intern with a presidential campaign in New Hampshire from January 5-January 18. Students must secure their own internship but may intern with any presidential campaign. Travel, lodging, and meals provided. Readings, speakers, and discussion will also supplement and complement the internships.

Prerequisite: GOVT 116 AND consent of instructor. Offered: Spring.

GOVT 225 - Courts and Judicial Process (1)

Johnson

A survey of the American judicial system. An examination of federal and state courts, and the structure of the American judicial system. Analysis of how courts interact with the public and other government institutions, and the influences on judicial decision-making. Topics also include judicial federalism, criminal and civil procedure, judicial activism, and judicial policy-making.

Prerequisite: GOVT 116. Offered: Spring.

GOVT 226 - Comparative Political Economy (1)

Chan

The purpose of this course is to examine the relationship between states and markets. To understand this interaction in theory and practice, we will discuss classic works in political economy and draw on various country case studies. We will also analyze how markets are embedded in institutions, different models of development, and current policy debates on issues such as globalization and inequality.

Prerequisite: GOVT 112, 114, or permission of instructor. Offered: Fall.

GOVT 229 - The American Founding: Ideals and Reality (1)

Ambrose and Martin

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America.

Prerequisite: Government 117, Philosophy 117 or a 100-level course in history. Crosslisted as: COLEG-229, HIST-229. Offered: Fall, Spring.

GOVT 230 - Data Analysis

Chan

How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how

those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized.

GOVT 232 - Contemporary Political Theory (1)

Martin

How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly. Focusing on each theorist's conceptions of human nature and politics.

Prerequisite: 117.

GOVT 234 - The Politics of Equality: Hierarchies in Contemporary Life (1)

Anechiarico, Sullivan, and Johnson

Students will explore power, equality, and the ways that parts of our identity influence our experience of political life in areas such as political membership, criminal justice, education, and voting access. The class will integrate course material with student reflections on their own political development and will also bring in public officials and community activists to share their experience of contributing to public life. We will focus primarily on the United States, but will also put course themes in comparative perspective. The course is intended to fulfill the SSIH requirement.

Prerequisite: Any 100-level Government class or permission of instructor. Offered: Spring.

GOVT 237 - Russia and the World

David Rivera

The course will examine Russia’s relations with both its post-Soviet neighbors and the West from the Tsarist era to the present. Topics to be covered include: the formation of the Russian Empire, the Cold War, the evolution of Russian-Western relations since the collapse of communism, Russia’s annexation of Crimea in 2014, and the outbreak of a major war with Ukraine in 2022. A central theme of the course will be the evolution of Russian national identity, especially as it relates to Russia’s status as an empire and its relationship with the West.

Prerequisite: Take any one of the following: GOVT-114, RSNST-100, RSNST-105, HIST/RSNST-221 OR HIST/RSNST-222 or permission of instructor - Must be completed prior to taking this course. Crosslisted as: RSNST-237.

GOVT 238 - The Politics of Asylum

Peña-Vasquez

Introductory survey of topics surrounding asylum in comparative perspective. Analysis of contemporary issues surrounding displacement and humanitarian protections including but not limited to human rights conventions, refugee resettlement and camps, irregular migration, the politicization of refugees, political discourse and securitization, offshore processing, and climate displacement. Case study of refugee producers and hosts such as the United States, the European Union, Venezuela, Syria, Australia, Palestine, Kenya, Turkey, South Korea, and Myanmar. (Comparative Politics)

Prerequisite: GOVT-112 or GOVT-114.

GOVT 240 - International Security (1)

De Bruin

This course examines the use of force to achieve political objectives by both state and non-state actors. It explores the origins, conduct, and outcomes of international and civil wars; the use of terrorism and other forms of violence against civilians; the motivations of people that participate in political violence; and the lasting effects of such participation. Includes both historical and contemporary cases, ranging from the First World War to the current conflict in Syria.

Prerequisite: GOVT 114 or consent of instructor. Offered: Spring.

GOVT 241 - Survey of Constitutional Law (1)

Anechiarico

Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights.

Prerequisite: 116 or a course in American history. Offered: Spring.

GOVT 244 - Nationalism and the Politics of Identity (1)

Comparative assessment of identity politics around the world, including nationalism, race, ethnicity, religion, and gender. Examines the origins, evolution, and solution to identity-based conflicts. Case studies will include Islam in Europe and race in the US, among others.

Prerequisite: 112 or 114. Offered: Fall.

GOVT 246 - Latin America in the World (1)

Heather Sullivan

This course explores the foreign relations of Latin American states. The course will focus primarily on US-Latin American relations and Latin America's efforts to form regional blocs, as well as partnerships outside the hemisphere, as counterweights to the enduring US influence in the region.

Prerequisite: 112, 114, or consent of instructor. Offered: Spring.

GOVT 247 - The Pursuit of Happiness (1)

Wyckoff

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers:-- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness.

Prerequisite: One course in statistics, from any discipline. Crosslisted as: PPOL-247, PPOL-247. Offered: Spring.

GOVT 249 - American Political Thought (1)

Martin

What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. DuBois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly.

Prerequisite: 116, 117, 229, 241, 270, or consent of the instructor. Offered: Fall.

GOVT 251 - Introduction to Public Policy (1)

Anechiarico

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy.

Prerequisite: Economics 100 or 101. Crosslisted as: PPOL-251. Offered: Fall.

GOVT 252 - Comparative Health Policy (1)

Brodin

Investigation of health policy from a comparative perspective. The course introduces fundamental concepts in health policy and examines different health care systems across the globe as well as case studies in health care delivery and public health. (Comparative Politics)

Prerequisite: GOVT 112, GOVT/PPOL 251 or consent of the instructor. Crosslisted as: PPOL-252. Offered: Fall.

GOVT 254 - International Law

Ren

A general introduction to international law. Survey of the nature and sources of international law, as well as the actors involved in
making and interpreting it. Examination of interactions between international law and the foreign affairs law of the United States. Exploration of issues such as human rights, the law of the sea, and use of force, revealing the basic sources, actors, and processes. Blend of legal and political science approaches to international law.

Prerequisite: GOVT 112 or GOVT 114.

GOVT 268 - Political Film

Klinkner

Course covers the silent era to the present and examines how films both reflect and influence politics. Topics include the Great Depression, Cold War, politics of race, gender, and class, war films, and the political process. Focus is primarily on American politics, but also includes international films with significant political content.

Prerequisite: 116 or consent of instructor. Crosslisted as: CNMS-268. Offered: Fall.

GOVT 270 - Democratic Theory (1)

Martin

Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy.

Prerequisite: 117 or consent of instructor. Crosslisted as:

PHIL-270. Offered: Spring.

GOVT 273 - Law and Justice Laboratory : Seminar in the Criminal Justice System in Oneida County, New York (1)

Frank Anechiarico

This seminar is linked to GOVT 274 Law and Justice Laboratory : Internship and Observation. The courses must be taken together. The seminar takes up approaches to crime prevention as they relate to each part of the criminal justice system at the local level, with special attention to courts and diversion programs. Writing- Intensive. Anechiarico

Prerequisite: Government 116 AND consent of instructor. Offered: Spring.

GOVT 274 - Law and Justice Laboratory: Internship and Observation (1)

Frank Anechiarico

This course must be taken with GOVT 273. Students will select two 3 hour, half-day periods each week on Thursdays or Fridays. One half-day will be spent in an internship in the local criminal justice system (e.g., public defender, legal services, mental health court, district attorney) which will be arranged with the assistance of Judge Ralph Eannace, Utica Municipal Court. The other half-day will be spent observing courtroom proceedings. The course also requires one evening meeting each week, which will focus on shaping student work into a publishable report. Anechiarico and Eannace.

Prerequisite: Government 116 AND consent of instructor. Offered: Spring.

GOVT 275 - Who's Afraid of Democracy?

Gorham

Despite seemingly universal approval today, a deep skepticism of democracy and "the *demos*" runs throughout the canon of Western thought. This course traces the distrust of democracy through canonical texts, including Plato's *Republic*, The *Federalist*, and Tocqueville's *Democracy in America*. While these thinkers stress democracy's excess, others will highlight its insufficiency, as in Mary Wollstonecraft's *A Vindication of the Rights of Woman* and *Malcolm X Speaks.* Central to the course will be the effort to define what it is we mean when we talk about "democracy" and, in the process, to better understand why so many people throughout history have been afraid of it.

Prerequisite: GOVT/PHIL 117.

GOVT 276 - Enlightenment and Counter-enlightenment (1)

Martin

Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress, and the role of tradition. Focus on the relationship between scientific reason and political power. Prerequisite, 117, 229, a Philosophy course, or consent of instructor. Maximum enrollment, 40. Martin.

Prerequisite: Gov 117, 229, a Philosophy course, or consent of instructor. Offered: Spring.

GOVT 285 - Introduction to Environmental Politics (1)

Cannavo

An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy.

Crosslisted as: ENVST-285. Offered: Spring.

GOVT 286 - Environmental Policy and Economics

Ziqiao Chen

This course provides an introduction to microeconomic analysis and its applications to environmental policy. We first consider the conditions under which markets fail to efficiently allocate scarce resources in the context of environmental issues, such as managing natural resources and climate change. We examine policy instruments including regulations, taxes, subsidies, quotas, and tradable permits to address those market failures. The last part of the course focuses on analyzing distributive impacts of environmental policies and understanding the economic forces behind environmental justice issues.

Prerequisite: ECON-100. Crosslisted as: PPOL-286.

GOVT 287 - Political Theory and the Environment (1)

Koutnik

What should humanity's relationship with the environment look like, and why? Explores theoretical and practical debates surrounding the environmental challenges of our time. Key topics and controversies in the history of environmental political thought will be discussed. Students will be encouraged to develop their own vision of the proper relationship between human society and the environment in the 21st century.

Crosslisted as: ENVST-287. Offered: Fall.

GOVT 290 - U.S. Foreign Policy (1)

Cafruny

The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers.

Prerequisite: 114. Offered: Fall.

GOVT 291 - International Political Economy (1)

Cafruny

Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan.

Prerequisite: 114. Offered: Fall.

GOVT 295 - Practicum: Crafting Criminal Justice Reform

Gbemende Johnson, Judge Ralph Eannace

This practicum involves students directly in the process of law enforcement and criminal justice reform organized by an independent group in Oneida County: Colleges and Community for Unity and Change. The practicum is offered in conjunction with a similar course taught at Utica College. Hamilton students will deploy and analyze a survey of residents of the County, organize focus groups, canvas community organizations, and present proposals for best- practice demonstration projects. Students will develop skills useful to evaluating and reforming criminal justice institutions in other settings.

Offered: Fall.

GOVT 302 - Fragile States (1)

What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world.

Prerequisite: one 200-level course in comparative politics or international relations. Offered: Spring.

GOVT 303 - Syrian Politics (1)

Jumet

Examines Syrian politics from the early 20th century to the present. Topics include Syrian state formation, the Ba'ath Party, Syrian Islamist movements, the Hafez al-Assad regime, the 2011 Syrian uprising, the international dimensions of the Syrian crisis, the rise of ISIS, and the Syrian refugee crisis.

Prerequisite: GOVT 112, 114, or permission of instructor. Offered: Spring.

GOVT 306 - American Political Development. (1)

Klinkner

Analyzes contemporary American politics by examining the development of political ideologies, institutions and policies throughout American history. Topics include the role of religion in American politics, the transformation of party ideologies, the dynamics of presidential power, the evolution of American foreign policy, among others

Prerequisite: one 200-level course in American politics or permission of instructor. Offered: Fall.

GOVT 308 - Politics in Mexico (1)

Analysis of the modern Mexican political system. Topics include political parties, labor unions, congress, and the executive. Investigation of the current challenges that Mexico is facing to consolidate its democracy, and make the transition from developing to developed nation. Particular attention to an examination of organized crime, the weak rule of law, lack of political representation, and Mexico's heavy dependence on oil revenues.

Prerequisite: A 200-level course in Comparative Politics or International Relations. Offered: Spring.

GOVT 311 - Transitions to Democracy (1)

S. Rivera

Examines the origins and durability of transitions to democratic forms of governance in authoritarian states. Topics include the roles in democratization played by leadership, ethnic diversity, political institutions, and geography. Emphasis on critical reading of the large theoretical and empirical literature on democratization. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe, although students interested in other parts of the world are welcome.

Prerequisite: One 200-level course in comparative politics or international relations. Crosslisted as: RSNST-311. Offered: Fall.

GOVT 313 - African Americans, The Supreme Court, and Society

Gbemende Johnson

This course will involve a direct examination of U.S. Supreme Court cases that involve legal questions directly salient to African Americans in U.S. Society. The legal issues we will address include (but are not limited to) questions of enslavement, citizenship status, desegregation, voting rights, and criminal justice. Each week will involve an in-depth analysis of legal disputes before the Court. Students will become familiar with the litigants, the central legal questions at issue, lower court rulings, and the impact of the Supreme Court decision on the litigants and broader society.

Prerequisite: American Political Process GOVT-116; any 200-level GOVT course.

GOVT 315 - Foreign Policies of Middle Eastern States (1)

Kira Jumet

The Middle East is facing a period of instability and transformation. The aim of this course is to explore the foreign policy decisions of Middle Eastern states. Through class discussion, film, and guest speakers, this course will examine the security challenges facing major players in the region (Iran, Saudi Arabia, Iraq, Turkey, Qatar, Egypt, Israel, Palestine, Jordan, Syria and Lebanon). Particular attention will be given to theories of foreign policy decision-making in nondemocratic states.

Prerequisite: Govt 114. Offered: Spring.

GOVT 317 - The Arab Spring and its Aftermath (1)

Jumet

"The Middle East has witnessed significant political changes due to the Arab Spring. These transformations have occurred through both violent and non-violent means and with varying assistance from the international community. This class will explore the role of both state and non-state actors in this process. General themes of the course will include the causes and consequences of the uprisings, the role of the military and Islamist groups, the place of traditional and social media, the influence of international actors, communal conflict, and the use of art and symbolism."

Prerequisite: Government 112 or 114. Offered: Spring.

GOVT 321 - Term in Washington: Congressional and Executive Internships (1)

Klinkner (Fall); Cafruny (Spring)

Twelve-week internships in relevant DC office. Interns assume some operational responsibility in the office and gain a perspective on the political and policy process in Washington DC. Does not count toward the concentration. Offered satisfactory/unsatisfactory only. Internship is subject to approval by DC Program Director. Klinkner (Fall); Cafruny (Spring). Taught in person, unless remote internships can be arranged.

Offered: Fall, Spring.

GOVT 323 - Term in Washington: Intern Participant-Observation (1)

Klinkner (Fall); Cafruny (Spring)

Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships.

Offered: Fall, Spring.

GOVT 325 - Term in Washington: Seminar (1)

Klinkner (Fall); Cafruny (Spring)

An academic seminar focusing on the public policy process and national issues.

Offered: Fall, Spring.

GOVT 327 - Term in Washington: Independent Research (1)

Klinkner (Fall); Cafruny (Spring)

Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required.

Offered: Fall, Spring.

GOVT 329 - Authoritarian Politics (1)

Rivera

Consideration of the origins and underpinnings of authoritarian rule. Examines variation in the formal and informal institutions of authoritarian systems as well as the conditions under which transition may take place. Emphasis on critical reading of a growing theoretical and empirical literature in order to gain an understanding the particular problems posed within and by authoritarian regimes.

Prerequisite: one 200-level course in comparative politics or international relations. Offered: Fall.

GOVT 333 - Topics in Survey Research (1)

S. Rivera

This course will introduce students to basics of survey research, with a particular focus on measuring political, economic, and foreign policy attitudes. The class will analyze and report on the findings of an original survey of Russian elites. (Oral Presentations.)

Prerequisite: GOVT 213, HIST 221 or 222, any 200-level GOVT course in comparative politics or international relations, or permission of instructor. Crosslisted as: RSNST-333. Offered: Spring.

GOVT 335 - Seminar: Criminal Law (1)

Anechiarico

Review of major case law related to search and seizure, fair trial rights, self-incrimination and sanctions including the death penalty. Parallel reading in criminology and political analysis of criminal justice issues. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others.

Prerequisite: 241. Offered: Spring.

GOVT 337 - Civil Wars (1)

DeBruin

Civil wars have become the most common type of contemporary armed conflict. This course analyzes the causes, dynamics, outcomes, and aftermath of civil wars. Topics include the systematic factors that predict when civil war occurs, logic of violence in civil war, armed group recruitment and governance, international intervention, and post-conflict politics. Prerequisite, 114 or 112.

Prerequisite: GOVT 112 or 114. Offered: Spring.

GOVT 338 - American Public Administration (1)

Anechiarico

Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy.

Prerequisite: one 200-level course in American politics.

GOVT 340 - Race and American Democracy (1)

Klinkner

Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics.

Prerequisite: one 200-level course in American politics. Crosslisted as: AFRST-340. Offered: Spring.

GOVT 343 - The Modern State (1)

Maghsoud-Nia

What makes some states weak or strong, stable, or unstable? In this course, we conduct a comparative and historical analysis of the emergence and evolution of the modern state in different regions of the world. We cover a range of topics including the theories of the state, the concept of state capacity and its measurement, the rise and decline of the Welfare State, state-building and its challenges in the developing world, the "Developmental State" and its economic achievements in East Asia, and the problem of fragile states in sub-Saharan Africa and the Middle East.

Prerequisite: One 200-level course in Comparative Politics or International Relations. Offered: Fall.

GOVT 344 - Conservatism (1)

Koutnik

What traditions of political thought inform conservatism today, and what ideas do these traditions offer to conservatives and their opponents going forward? Explores schools of conservative political thought such as traditionalism, agrarianism, libertarianism, anarcho-capitalism, neo-conservatism, and right-wing populism with emphasis on tensions between them. Students will engage with questions of the good life, human nature, morality, liberty, order, property, and progress at the heart of conservative political thought. (Writing-intensive).

Prerequisite: one 200-level course in political theory, or 346. Offered: Fall.

GOVT 345 - Religion and Terrorism (1)

Jumet

This course examines the relationship (or lack of a relationship) between religion and terrorism. In the class, we will review definitions of terrorism and investigate the ideologies, goals, and tactics of organizations that have been labeled terrorist organizations from the IRA in Ireland and Aum Shinrikyo in Japan to the transnational al-Qaeda and Daesh groups. The class will also cover women and terror and counterterror measures pursued by non-Western states.

Prerequisite: One 200-level course in Comparative Politics or International Relations. Offered: Spring.

GOVT 346 - Liberalism and the Left

Koutnik

Examination of the political thought of both progressive liberalism and the radical left, stressing the foundational debates. Explores left-liberalism, social democracy, democratic socialism, communism, left-anarchism, environmentalism, anti-racism, anti-colonialism, and feminism, as well as key thinkers such as Rousseau, Marx, Bakunin, Du Bois, Dewey, Leopold, Rawls, de Beauvoir, and Fanon. Students consider debates over the nature of justice, freedom, equality, emancipation, class, race, gender, empire, and capitalism at the heart of liberal and radical political thought.

Prerequisite: GOVT 116, 117, or 344. Offered: Spring.

GOVT 355 - Europe in World Affairs (1)

Cafruny

Examination of European economic and political development and Europe's relations with the rest of the world. Topics include sources of regional economic and political integration; evolution of EU institutions; relations between Europe and the United States; Europe-Russia relations; development of the European monetary system; the crisis of the European social model.

Prerequisite: one 200-level course in comparative politics or international relations. Offered: Fall.

GOVT 356 - The Political Theory of Personal Privacy (1)

Martin.

Analysis of competing understandings of the proper divisions and overlaps between the self and society in the Western thinking. Focuses primarily on contemporary political and legal disputes over issues such as government surveillance, data-mining, and commercial exploitation of non-secret information. Examination of the evolution of American constitutional law concerning personal privacy (e.g., search and seizure, reproductive rights)..

Prerequisite: GOVT 201, 229, 241, 249, 270, or the consent of the instructor. Offered: Spring.

GOVT 357 - When Old Debates Were New Again: The Theoretical Origins of Internet Policy

Gorham

This course offers a critical introduction to internet policy through the lens of political theory. It is organized around five main topics: "the wisdom of the multitude" (Jeremy Waldron), civil disobedience, speech, privacy, and surveillance. While technology is always changing, the guiding refrain for the course is that seemingly novel concerns can often be traced back to old debates.

Prerequisite: one 200-level course in Political Theory or permission of instructor. Crosslisted as: PHIL-357.

GOVT 358 - Equality and Inequality in American Politics (1)

Klinkner

How does American politics reflect and reinforces various forms of equality and inequality? In particular, the class will examine how Americans have wrestled with egalitarian and inegalitarian ideals, and the relationship between political and economic inequality in the U.S.

Prerequisite: GOVT 116 or consent of the instructor. Offered: Spring.

GOVT 359 - The Organization and Politics of American Policing (1)

Frank Anechiarico

Review of the history of public safety provision in the U.S.; the impact on the local police function of the wars on drugs and terror, with attention to police relations with ethnic and racial minorities. Analytic approaches to include theories of organizational behavior and criminology. Prerequisite, Government 116 or consent of the instructor

Prerequisite: Government 116. Offered: Fall.

GOVT 360 - The Politics and Theory of Place and Space

Cannavo

How do we map out, conceptualize, inhabit and govern our spatial environment? What political challenges arise in organizing and maintaining a coherent world of places? A look at the theoretical and political dimensions of place and space through writings of geographers, political theorists, environmental thinkers, novelists and U.S. case studies, including 9/11, the debate over logging in the Pacific Northwest, the problem of sprawl, the decline and revival of old industrial cities, the future of America's agricultural landscape, and the impact of climate change.

Prerequisite: one 200-level course in American politics or political theory. Crosslisted as: ENVST-360. Offered: Fall.

GOVT 363 - Poverty and Development (1)

Orvis

Examines debates over poverty and development issues in the "Global South." Includes discussion of the ethics of development, the debate over aid to Africa, UN Millenium Development Goals, microfinance, the "Asian miracle" and rapid rise of China, environmental problems and the effects of globalization.

Prerequisite: 203, 211, 216, 218, 291, 302 or consent of instructor. Offered: Fall.

GOVT 365 - Free Speech Theory (1)

Martin

Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression.

Prerequisite: 229, 241, 270 or 276. Offered: Spring.

GOVT 366 - Chinese Foreign Policy (1)

Chan

China's ascendance as a global power has been dramatic. In this course, we will analyze the external and domestic determinants of Chinese foreign policy and the political, military, and economic implications of this shift in power for the rest of the world. We will examine what drives China's interactions with other states,investigate competing sources of ideas and policy change, and engage in foreign policy analysis.

Prerequisite: 200-level course in International Relations or Comparative Politics, or permission of instructor. Offered: Fall.

GOVT 368 - Violence, Justice and the State in Latin America (1)

Sullivan

This class explores contemporary issues in Latin American politics, focusing on the ways that the capacity of Latin American states impact people's everyday lives. The course will consider the role of the state in controlling and contributing to violence and in enhancing and impeding struggles for social justice. Emphasis will be placed on critically reading the theoretical and empirical literature in order to understand and assess the relationship between states and citizens in Latin America.

Prerequisite: One 200-level course in comparative politics or international relations (preferably with some prior knowledge of Latin America). Offered: Spring.

GOVT 376 - Government Failure?:The American Administrative State (1)

Johnson

Federal administrative activity gains the most attention when the federal government seemingly fails to meet the public's expectations of good and efficient governance. Examples include the failure to prevent the 9/11 terrorist attacks, FEMA's sluggish response to Hurricane Katrina, and the various crises facing the Department of Veterans

Affairs. This course examines the politics of agency design, delegation, political oversight, and internal agency processes. We will discuss the structure and practices of the federal executive branch and potential reforms to help government work effectively

Prerequisite: One 200-level course in American politics. Offered: Fall.

GOVT 379 - US International Relations: Race, Empire, and Transnational History (1)

Day Moore

This research course examines US international relations in the twentieth century. Course discussions focus on the reproduction of race alongside the growth of US economic, cultural, political, and military power overseas, including Africa, Southeast Asia, the Caribbean, and Latin America. The course traces how imperial networks have shaped racial categories in the United States, and it examines the formation of transnational political and cultural affiliations such as Pan-Africanism.

Prerequisite: One 200-level history course or consent of the instructor. Crosslisted as: HIST-379. Offered: Spring.

GOVT 382 - Topics in Public Policy (1)

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center.

Prerequisite: 251. Crosslisted as: PPOL-382. Offered: Spring.

GOVT 385 - International Law and International Politics (1)

An examination of the intersection of international law and international politics. The course focuses on laws regulating the conduct of war, human rights, economics, and various treaties. Includes analysis of whether and how the actions of states comply with or break these rules thereby displaying the ways in which international politics impacts international law and institutions.

Prerequisite: GOVT 112, 114, or permission of instructor. Offered: Spring.

GOVT 386 - Theories of International Relations (1.00)

D. Rivera

Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods.

Prerequisite: GOVT 114 and One 200-level course in Comparative Politics or International Relations. Crosslisted as: RSNST-386. Offered: Fall.

GOVT 387 - Civil-Military Relations (1)

De Bruin

This course examines the causes and consequences of military intervention in politics. Topics include the causes of coups d'état; problems of military rule; civil-military relations and the use of force; nationalism, ethnicity, and the military; and the use of "irregular" armed forces such as warlords and civilian militia.

Prerequisite: One 200-level course in international relations or comparative politics, or consent of the instructor. Offered: Spring.

GOVT 389 - Capitalism, Democracy, and the Workplace (1)

Winkelman

What is the relationship between capitalism and democracy? Do the claims of democracy extend into the workplace? This course examines the development of a market society, the division of labor, and contemporary working conditions, exploring the challenges and possibilities each presents democratic life. It emphasizes critical reading of historical, empirical, and normative texts in order to define and assess the mutual obligations between democratic societies and their citizens and workers. Readings include Adam Smith, Max Weber, Hannah Arendt, C. Wright Mills, and Karl Polanyi.

Prerequisite: 117. Offered: Fall.

GOVT 391 - US-Africa Relations (1)

Omobolaji Olarinmoye

The course examines US- Africa relations primarily through policy issues such as foreign aid, conflict management, democracy promotion, immigration, defense/anti-terrorism, environment and immigration. The course also discusses the influence of colonialism, the construction and propagation of American images of Africa, ideology, the various actors, institutions (African-Americans, African diaspora/ Presidency/Congress) and instruments on US- Africa relations. The course will cover

issues and debates in US – Africa relations from1960-present.

Prerequisite: GOVT112 or GOVT114 or Consent of instructor. Offered: Fall.

GOVT 394 - Social Movements and Political Protest (1)

Sullivan

Why do people protest sometimes but more often not? How do social movements work, and why do some succeed while others fail?Examines the origins, dynamics, and consequences of social movements and political protest, exploring both nonviolent and violent movements that have attempted to reshape politics in countries across the globe. Emphasis on critical reading of the theoretical and empirical literature in order to gain an understanding of how political differences across countries shape and are shaped by protest.

Prerequisite: one 200-level course in comparative politics or international relations. Offered: Fall.

GOVT 412 - The Politics of A.I.: Algorithms, "Big Data," and "Humans in the Loop"

Gorham.

This upper-level seminar is structured around three concepts that are central to the politics of AI: algorithms, "big data," and "humans in the loop." Issues discussed include algorithmic discrimination, the state of consent in the age of "big data," and the psychological toll of content moderation on social media. Explicitly interdisciplinary, a variety of methods and academic backgrounds are welcome. The course is speaking intensive.

Prerequisite: Consent of Instructor. Crosslisted as: PPOL-412, PHIL-412.

GOVT 415 - Urban Homelessness and Social Policy in the U.S

Dordick

Examination of the role of history in contemporary understandings of urban homelessness; the causes and consequences of urban homelessness; and the diversity of homeless people and their experiences in light of policies designed to address urban homelessness. Case studies from throughout the United States, with special emphasis to New York City, San Francisco, and Los Angeles.

Prerequisite: Consent of the Department. Crosslisted as: PPOL-415.

GOVT 417 - Topics: Lobbying and Government Relations. (1)

Baker and Vlossak

Analysis of the representation of interests in American national government. The history of the role of lobbyists in the Washington community and the contemporary profession of government relations in legislative, regulatory and political contexts. Strategies of lobbying Congress and the executive branch. Issues of reform, including ethics rules and campaign finance. Emphasis on exploring theories and practice of lobbying/government relations through use of academic research, case studies and engagement of the class in practical "real world" lobbying exercises.

Prerequisite: Permission of the department. (American Politics). Offered: Fall.

GOVT 418 - Seminar: International Law (1)

Wippman

A general introduction to international law. Topics include the law of treaties, customary international law, human rights, international criminal law, the law of war, and the use of force. Focus on issues pertaining to the formation, interpretation, application, compliance with, and at times even enforcement of, international legal norms and rules.

Prerequisite: Permission of the department. Offered: Spring.

GOVT 419 - Linowitz Seminar: America's Alliances and Challenges for the Future

Robin Quinville

Exploration of the history, diplomacy, economic ties and the military efficacy of U.S. security alliances as they emerged in the immediate post-World War Two era to the present-day to better understand their relevance (or irrelevance) to address 21st century challenges, including: the future of NATO; the evolving role of the European Union; new U.S. alliances in the Indo-Pacific; the threat of democratic backsliding and rising authoritarianism; the role of the UN; and emerging threats posed by the climate crisis, technological innovation, global migration or humanitarian challenges.

Prerequisite: Permission of the department.

GOVT 432 - Program Evaluation for Social Change (1.00)

Mea

Examination of program evaluation as a sound methodology for assessing the quality of proposed government interventions and for judging the success or failure of initiatives. We will explore theory, techniques, and tools to design high-impact programs. Best practices and cases will be employed to assist class participants as they explore solutions to vexing social problems. Students will ultimately build their own proposed program using the Bloomberg iTeams approach.

Prerequisite: Consent of the department. Crosslisted as: PPOL-432. Offered: Fall.

GOVT 549 - Honors Seminar (1)

Sullivan

Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology.

Prerequisite: GPA of 3.7 in the major (3.7 also for public policy) and consent of the department. Offered: Fall.

GOVT 550 - Senior Project (1)

TBA

A senior project required for concentrators in the department who are not pursuing honors.

Prerequisite: one 300-level course in government. Offered: Spring.

GOVT 551 - Senior Honors Thesis (1)

The Department

Requires a 3.7 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor.

Offered: Spring.

GREEK-Greek

GREEK 110 - Elementary Greek I (1)

Feltovich

An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek.

Offered: Spring.

GREEK 120 - Elementary Greek II (1)

Feltovich

Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For students who have completed Greek 110 or those who have had some Greek but require review.

Offered: Fall.

GREEK 210 - Intermediate Greek: The World of Greece and the Ancient Mediterranean

Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean.

Prerequisite: knowledge of elementary Greek.

GREEK 340 - Homer and the Greek Hero (1)

Haley

Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world.

Prerequisite: any 200 or 300 level Greek course.

GREEK 350 - The Greek Historians (1)

Feltovich

The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture.

Prerequisite: any 200 or 300 level Greek course. Offered: Fall.

GREEK 360 - Greek Drama (1)

J. Weiner

Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy.

Prerequisite: any 200 or 300 level Greek course. Offered: Fall.

GREEK 390 - Topics in Ancient Greek Society and Culture (1)

Jesse Weiner

Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit.

Prerequisite: any 200 or 300 level Greek course. Offered: Spring.

HEBRW-Hebrew

HEBRW 107 - First Term Hebrew (1)

Guez

An introduction to the Hebrew language introducing the very basic Hebrew grammar, reading, writing and mainly oral communication.

Offered: Fall.

HEBRW 108 - Second Term Hebrew (1)

Guez

Continued study of Hebrew grammar, oral conversation and writing skills introducing simple texts of Israeli culture as a base for learning and simple discussion.

Prerequisite: Hebrew 107 or placement. Offered: Spring.

HIST-History

HIST 100 - Murder, Civil War, and Opera (1)

Keller

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia.

Crosslisted as: RSNST-100. Offered: Fall.

HIST 104 - Europe and its Empires, 1500-1960 (1)

Grant

A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing.

Offered: Spring.

HIST 106 - Great Migrations: Race and Migration in US History

Moore

This course places narratives of migration, enslavement, and exile at the center of United States history. Taking as its reference point the history of the "Great Migration" of African Americans from the rural South to Northern cities in the early-to-mid-twentieth century, the course explores migration in many forms throughout US history. In addition to examining a wide range of secondary and primary source material, students will be trained to collect oral histories that will offer insight into the history of migration in their own communities and at Hamilton.

HIST 109 - Early Modern Western Europe, 1450-1800 (1)

Ambrose

Survey of transformation of Western Europe from the Renaissance through the French Revolution. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history.

HIST 110 - An Introduction to the History of the United States, 1492-1861 (1)

Ambrose

Introduction to U.S. history and the exploration and settlement of British North America, the encounter between Europeans and Native Americans, the colonial era, the American Revolution, the Federalist Era, and 19th-century U.S. history including the growing national division over slavery, concluding with the onset of the Civil War.

Offered: Fall.

HIST 111 - An Introduction to the History of the United States, 1861-2001. (1)

Simons

Introduction to U.S. history and an overview of the Civil War and Reconstruction, the emergence of the U.S. as a global power, progressivism and the New Deal, the Cold War, the liberal and radical insurgencies of the 1960s, and the conservative revival of the 1970s to the present.

Offered: Spring.

HIST 115 - The Civilizations of Greece and the Near East (1)

The Department

An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art.

Crosslisted as: CLASC-115.

HIST 116 - Science & Islam: Global Histories

Sabrina Datoo

What is science? Should scientists and historians agree on what science means? How did science in Islamic Asia influence Europe? What role has religious thought and practice played in the history of science? We explore the long term, from the 9th to 19th century, from cosmopolitan Greco-Arabic translation projects, to the rise of European empires; consider change in human-nature relations in the late medieval and early modern human sciences from the Islamic world, including medicine, geography, anthropology, erotology, astronomy. Readings of primary sources in translation.

HIST 117 - Capturing Light and Time: Europe in Photographs, 1815-1968 (1)

Grant

This course explores European history through a photographic lens. In the aftermath of the Napoleonic wars, Europeans experienced momentous changes driven by the new politics of liberty and rights, the rise of nationalism, and industrialization. Photography, a new industrial technology and a revolution in sight, enabled Europeans not only to chronicle these changes but also to reconceive time and their place in the world. This course addresses photographs as windows upon the past and as texts and objects requiring historical scrutiny.

Offered: Fall, Spring.

HIST 120 - Roman Civilization (1)

An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history.

Crosslisted as: CLASC-120. Offered: Fall.

HIST 124 - Silk Road (1)

Keller

The silk roads were a network of trade routes from China to the Mediterranean Sea. This course explores ancient Eurasian trade, language, religion, art and power as Chinese, Turks, Persians, Arabs, Greeks, Mongols and many others interacted across vast distances. We will study how historians think, considering texts, archeology, linguistics, and art as sources of evidence.

Offered: Spring.

HIST 125 - Black Metropolis (1)

Day Moore

This seminar interrogates the role of cities in African-American life. Through course readings and assignments, we will develop an alternative genealogy of black urban life that pushes against predominant narratives of urban crisis and dysfunction to consider instead how cities have also fostered black community, culture, and creativity. At the end of course, using census data, newspapers, city directories, novels, photographs, and oral history interviews, students will work in groups to map the history of black social, cultural, and political institutions on the South Side of Chicago

Offered: Spring.

HIST 126 - Conquest of the Americas

Cooley.

This class follows the violent emergence of a new society in the Americas in the half-century from Columbus's encounter with the Caribbean in 1492 through Cortés's and Pizarro's lightning conquests of the Aztec and Inca Empires. It examines the interactions between indigenous peoples and Europeans in conjunction with Spain's moral crisis over the brutality of its own imperial regime. Analyzes primary sources (Spanish, indigenous, and mixed) and explores how historians make meaning out of the past by using texts, records of warfare, bodies, and the environment as sources of evidence.

Crosslisted as: HSPST-126 MDRST-126.

HIST 132 - Jewish Civilization from the Talmud to the Yishuv (1)

Keller

A survey of Jewish history from the Babylonian academies 1100 years ago to the 1930s, seen through the lives of individual people. Focus on how Jews developed a thriving and complex religious civilization while living in minority communities scattered across the world. We will consider religious and intellectual developments under Muslim and Christian rule, the political and social conditions of diaspora, and the impact of modernity. Stress on basic skills in the study of history.

Offered: Spring.

HIST 133 - The Animal Other: Humans, Animals, and the Birth of Modernity (1)

Cooley

A historical exploration of human relationships with other animals from antiquity to the present. Changing ideas and practices in global modernity have renegotiated human relations with the natural world, transforming hunting, slaughter, husbandry, scientific experimentation, display, and pet-keeping. Through primary source analysis and experiential learning, the course considers changing ideas of animal agency, the sciences of zoology, animal behavior, ecology, and moral obligations to non-human animals.

Offered: Fall.

HIST 137 - Ancient Healing and Magic

Griffis

The world of antiquity was populated with spirits and invisible forces, and with attempts to breach the divide between this world and others. What did people hope to accomplish when they wore an amulet, threw sheep knuckles as dice in consulting an oracle, wrote on a curse tablet, or offered votives to a god? This course examines miracles and magic as modes of intervention, focusing on the first through fifth centuries CE. We will discuss the technologies of facilitating such encounter and multiple categories of magical activity through attention to archaeological artifacts and ancient texts.

Crosslisted as: CLASC-137 RELST-137. Offered: Fall.

HIST 140 - Music and Science from the Monochord to the Synthesizer (1.00)

Barnet, H.

The course examines the historical intersections of music and science, from Pythagoras, who discovered the proportions of consonance in ancient Greece, to Robert Moog, who invented the synthesizer in the 1960s. Our interdisciplinary approach will include mathematics, medicine and physiology, physics, and the arts. Ultimately, in exploring the boundaries of science and music, we will explore our knowledge of ourselves in the natural world.

Offered: Fall.

HIST 144 - Indian Buddhism

Abhishek Amar

An introduction to origins, essential beliefs, popular practices and institutions of Buddhism. Examines the life of Buddha, his teachings (Dharma) and Buddhist communities through a range of Buddhist texts, art and archaeological sources.

Crosslisted as: RELST-144 ASNST-144. Offered: Fall.

HIST 146 - Medieval Christianities (1)

Eldevik

A survey of the development of the Christian religion in premodern Eurasia and the Mediterranean, from its elevation to a state cult in the later Roman Empire to about 1450. Special consideration will be given to the growth of the church and processes of conversion, the problem of authority versus heresy and heterodoxy, and the relationship of the Christian churches to Islam and other non-Christian peoples. Stress on basic skills in the study of history. Maximum enrollment, 18.

Crosslisted as: RELST-146W. Offered: Spring.

HIST 150 - Myth and History of the Middle Ages (1)

Eldevik

The Middle Ages continue to be one of the most tantalizing, but misunderstood, periods in European history. This course takes on some of the biggest preconceptions and myths about medieval culture -- religious violence, barbarian hordes, witch hunts, intellectual stagnation -- and subjects them to critical scrutiny using original sources. What we discover is that the "real" Middle Ages was a far more fascinating, and perhaps stranger, period than you imagined.

Offered: Fall.

HIST 151 - A History of Oil

Gruskin

How was our current dependence on petroleum created, and how can historical thinking help us imagine a better future? This course combines approaches from environmental and social history to examine the oil industry from the 19th century to today. Students explore social and environmental justice movements, the lives of oil industry workers, and our changing global economy, emphasizing peoples and places that are often marginalized. Contribute to contemporary debates on fossil fuels by analyzing museum exhibits in a final writing project.

Crosslisted as: ENVST-151.

HIST 154 - The History of American Exploration and Outdoor Adventure (1)

Maurice Isserman

This course examines how the history and culture of the United States is bound up with that of the discovery and exploration of the New World. Topics covered will include military exploration and surveys of the west, the development of a wilderness and a conservation ethic, and the growth of mountaineering and similar outdoor endeavors.

Offered: Fall.

HIST 156 - Making Modern Cities (1)

Trivedi

This course examines the design of buildings and cities by professional architects, urban planners, and developers in the nineteenth and twentieth centuries. It also addresses utopian projects and theoretical texts that have influenced modern design. We will furthermore illuminate in western and non-western contexts the relationships between the architecture of cities and economic and political processes.

Offered: Fall.

HIST 159 - America in the Two World Wars (1)

Maurice Isserman

This course examines the involvement of the United States in the two world wars of the twentieth century, 1917-1918, and 1941-1945. It combines military history with an in-depth consideration of the impact of the wars on U.S. politics, society, economics, and international relations.

Offered: Spring.

HIST 160 - The Global Middle Ages (1)

Eldevik

This course examines the Middle Ages (500-1500) as an era of dynamic exchange and creative growth in world history. It addresses trade, travel, and military conflict across Europe, Eurasia, Africa, and the Indian Ocean. Readings focus on an interdisciplinary array of original sources, from chronicles and travelogues to archaeological studies and art historical monuments. There will be a one-day (Saturday) field trip to The Cloisters museum in New York City.

HIST 180 - Exploring Cultures in Asia (1)

Trivedi and Wilson

History of South and East Asian cultures beginning in ancient times, emphasizing both their commonalities and distinctive features in comparative context. Critical examination of structural hierarchies that have shaped Asian societies, focusing on ritual and kingship, the spread and transformation of Buddhism throughout Asia, Islamization of South Asia, gender, and the formation of empire. Students read secondary and primary sources, including selections from epic traditions, ritual and mythic sources, and literary texts.

Crosslisted as: ASNST-180. Offered: Spring.

HIST 184 - History Workshop: Oral Histories

Celeste Day Moore

Students will receive training in the work of oral history as a mode of inquiry and as a potential resource for building historical narratives. In this course, students will read secondary source readings on oral history (to better understand its relationship to language, identity, and power), listen to oral history interviews, receive training in conducting oral histories, and finally, conduct oral history interviews with friends and community members.

HIST 185 - History Workshop: Making Historical Maps (0.25)

Shoshana Keller

Learn how to make historical maps using Adobe Illustrator. Historical maps show how time, space,and human development interact. Students will research and create topographic, ecological zone, inter-regional, and urban maps. .25 credit, 7 weeks [will meet two hours per week].

Offered: Fall.

HIST 186 - History Workshop: Paleography

Eldevik J/Cooley M

Provides students with tools for paleographic analysis and transcription. Students learn the history of various writing systems and practices and the long history of the book in the creation and transmission of knowledge. Using canonical materials from special collections and archives, students will read old handwriting and make a scholarly transcription of an original source. Students will make use of period dictionaries and scholarly aids suitable to your own research. This session is particularly key for students interested in premodern topics.

HIST 187 - History Workshop: ArcGIS and Spatial Analysis

Reichler, D.

Geographic Information Systems will help you locate, present, analyze, and interact with data that is geographically referenced. Students will learn the basics of cartography, principles of good map design, how to find and manage data, how to design and perform spatial analyses using ArcGIS Online, and how to present results using Story Maps. Class examples are focused on the investigation of historical census data, but all principles and techniques are applicable to a wide range of geographically-located data. Class will meet twice weekly for six weeks.

Offered: Spring.

HIST 202 - Late Antiquity and the Early Middle Ages (1)

Eldevik

The Dark Ages aren't what they used to be This course surveys the social, economic and religious history in Europe and the Mediterranean from ca. 200 to 1000 AD, with particular attention to questions of continuity between the Roman Empire and its successors states in the east and west, the rise of Christianity and Islam, and the creation of new ethnic identities and social structures in the post-Roman world.

Offered: Fall.

HIST 203 - African American History, 1619-present (1)

Day Moore

Traces African American history from 1619 to the present. Lectures and discussions will focus on historical events and periods, the course is organized to critically evaluate about themes including agency and resistance; slavery and freedom; the relationship of race to categories of gender, class, and sexuality. Students will learn how to locate, analyze, evaluate, and interpret historical evidence and to express historical arguments in both written and oral presentation.

Crosslisted as: AFRST-203. Offered: Fall, Spring.

HIST 205 - Broadcasting Freedom: Protest, Power, and Black Media

Day Moore

Introduces the media's role (including print, radio, television, and digital) in defining
Black freedom movements, including Garveyism, Pan-Africanism, the Harlem Renaissance, negritude, the Civil Rights movement, and Black Power. Traces the transformation of the political landscape (and soundscape) through radio, television, and digital media, and their role in broadcasting the Black freedom movement for audiences in the United States and beyond. (Social, Structural, and Institutional Hierarchies.)

Offered: Fall.

HIST 209 - Islamic History and Culture (1)

Usman Hamid

An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam's rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination.

Crosslisted as: ASNST-209, RELST-209.

HIST 211 - History of Africa from 1800 to the Present

Rebecca Wall

Examines African History from 1800 to the present. Students encounter the complexity and diversity of peoples, cultures, and histories across the African continent, with an emphasis Africa's centrality to world history. Topics include the abolition of the transatlantic slave trade, colonialism and its legacies, Africa during the

world wars, decolonization, African nationalist movements, the rise and fall of Apartheid, and Africa during the global war on terror. Readings and sources include diverse primary sources, films, music, material objects, and canonical works of secondary literature.

HIST 213 - War & Society: Germany from Bismarck to Hitler

Alfred Kelly

A survey of German history from 1870 to 1945 with emphasis on the Franco-Prussian War of 1870/71 and the two world wars. Topics include the role of war and its memory in the formation of national identity; militarism; the rise of Nazism; racist antisemitism; and the Holocaust.

Crosslisted as: GERMN-213. Offered: Fall.

HIST 214 - Revolutions

Ambrose

The last quarter of the eighteenth century, an epoch-making cultural breakthrough occurred opening the way for the elaboration of secular political thinking. Compares the American Revolution (1775-1783), the French Revolution (1789-1799), the Haitian (Saint-Domingue) Revolution (1791-1804), and the Spanish American revolutions (1808-1825). What were the causes, content, and consequences of each? Who led the movements? What roles did various social groups play? How were persons recruited and mobilized ? How did those in power respond to challenges from below and from outside?

Prerequisite: none.

HIST 215 - The American Civil War (1)

Isserman/Seidule

Examines the causes, conduct and legacy of the American Civil War, with particular attention to the debate over slavery, the divergent social, economic and cultural development of the southern and northern states, the religious dimension of the war, battle front strategy and home front mobilization, the politics of emancipation, reconstruction, redemption and reconciliation, and the Civil War in popular memory down to the present.

Offered: Fall.

HIST 221 - Early Russian History From Rurik to Alexander II (1)

Keller

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia.

Crosslisted as: RSNST-221. Offered: Fall.

HIST 222 - Modern Russian History (1)

Keller

An overview of Russian history from the emancipation of the serfs to the collapse of the Soviet Union. Themes of the course include how Russia and the USSR dealt with their sense of "backwardness" compared to Europe, the multi-national and multi-religious nature of this vast Eurasian state, and the meanings of "modernity."

Crosslisted as: RSNST-222. Offered: Spring.

HIST 223 - Gender and Violence in the Middle Ages (1)

Katherine Terrell and John Eldevik

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc.

Prerequisite: One 100-level course in literature or history, or AP 4 or 5 in English or history. Crosslisted as: LIT-223, MDRST-223.

HIST 224 - The Art of Empire: Vienna, 1683-1945

John Eldevik

This course explores the history of the Hapsburg Empire and Austria through the art, architecture, literature, and music of its great capital, Vienna, with a particular focus on its role as a center of artistic and cultural production in the long nineteenth century. Readings will include authors like Zweig and Freud, as well as listening to the music of Beethoven and Mahler, and viewing the art of Klimt and Kokoschka, among others. Course includes one required, day-long Saturday excursion to the Neue Galerie museum in New York City.

Crosslisted as: GERMN 224.

HIST 225 - The Scientific Revolution: Making Knowledge in the Early Modern World

Barnet

Beginning in the Age of Encounters and ending with the Enlightenment, the course traces how the Scientific Revolution fundamentally changed the way we think about nature through key figures, including da Vinci, Copernicus, Kepler, Galilei, Bacon, Descartes, Newton, and Linnaeus. In addition to basic concepts and terminology in the history of science, students will read and analyze primary sources; think critically about how historians write history; evaluate the role of institutions and social customs in the creation of knowledge; and articulate historical arguments orally and in writing.

Crosslisted as: MDRST-255.

HIST 226 - History of European Thought

Cooley

This survey covers currents of European cultural and intellectual history from 1300 to the present. On one hand, Europe's outward-looking tendencies fostered overseas empires and destructive colonial regimes. On the other hand, its residents theorized and exported ideas of legal inclusion and liberalism, honed evidence-based reasoning that would become the scientific method, and bolstered an economic system that would connect global markets. Rapid socio-economic and technological change disrupted traditional systems and hierarchies in communities around the world, generating new ideas about personhood, wealth, nature, and the divine.

HIST 227 - Environment and International Relations (1)

Simons

International relations are inseparable from the natural environment. Whether it's claiming access to land and resources, responding to natural disaster and disease, or crafting foreign policy, the natural world both shapes and is shaped by interactions among state and non-state actors. Lectures and discussions in this historically focused course will explore the environmental underpinnings of international relations through topics such as food and agriculture, energy, foreign aid and development, and climate change.

Offered: Spring.

HIST 228 - History of Iran (1)

Usman Hamid

This course traces the history of Iran from Late Antiquity to the modern period. It looks beyond the geographic territory of the modern nation state of Iran and considers the impact of Persian culture in the Middle East, Central Asia, and South Asia. Topics include the cultural and political legacy of pre-Islamic Iran; the impact of the Arab conquest; the Perso-Islamic cultural synthesis; the rise of Turkic and Mongolian dynasties; the emergence of Shi'ism as a state religion in the early modern period; and social and political roots of the Iranian revolution in the twentieth century.

Crosslisted as: ASNST-228, RELST-228. Offered: Spring.

HIST 229 - The American Founding: Ideals and Reality (1)

Ambrose and Martin

An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America.

Prerequisite: Government 117, Philosophy 117 or a 100-level course in history. Crosslisted as: COLEG-229, GOVT-229. Offered: Fall, Spring.

HIST 230 - England, Ireland, Empire, 1485-1701 (1)

Grant

This course examines the shifting boundaries of sovereignty and religion in Britain and Ireland in the period from the founding of the Tudor monarchy to the Glorious Revolution. It simultaneously shows how England developed its power overseas through trade, colonization, and privateering. This course illuminates the disparate, multicultural societies over which the English monarchy extended its rule, demonstrating how tumultuous struggles to consolidate and sustain political authority in the 'Atlantic archipelago' corresponded with the global expansion of British commerce.

HIST 231 - Britain, Ireland, Empire, 1688-2007 (1)

Grant

This course examines the fraught relationship between Great Britain and Ireland from the Glorious Revolution to the era of New Labour and the Good Friday peace accord.

It shows how British society was transformed by commerce and industrialization, and how the development and eventual collapse of the overseas empire influenced British politics and culture. In addressing the post-imperial era, the course places emphasis on the Cold War, the effects of the decline of Britain's industrial economy, and immigration from the Commonwealth.

Offered: Fall.

HIST 233 - Laozi and Confucius in History (1)

Wilson

Examination of the two most significant figures in Chinese history and the disciples and schools that traced their origins to them. Discussion of the texts attributed to Laozi and Confucius, the conflicting interpretations of their teachings from ancient times to the present, and the proliferation of schools that claimed to transmit their original meanings. An eminent Chinese historian once said, "Every era has its own Confucius. There are many different Confuciuses in any one era." This adage, as we shall see, applies to both.

Prerequisite: One course on Asian history, religion, or philosophy, or consent of instructor. Offered: Spring.

HIST 235 - Women in Modern Asia (1)

Trivedi

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir.

Crosslisted as: WMGST-235.

HIST 236 - The Visual Culture of Modernity

Nadya Bair

This course explores modernity as a revolution in vision and representation. Students will learn about a range of visual media and experiences that emerged between 1850 and 1930, including photography, posters, panoramas, electric lighting, world fairs, and cinema. We will also consider the evolution of painting in light of the larger political, economic, and technological changes of modernity. Our focus will be on Europe and North America in a global context, particularly as we consider how the international circulation of ideas and people resulted in uniquely modern ways of understanding and visualizing the world.

Crosslisted as: ARTH-236 CNMS-236.

HIST 237 - The Visual Culture of Modernity at War

Nadya Bair

An examination of art and media from the rise of fascism in the 1920s and the outbreak of World War II in 1939 to postwar reconstruction and the entrenchment of the Cold War in the 1950s. We will study a range of visual material – including film, newsreels, photographs, paintings, illustrations, and comics – not simply as representations of war, but as the cultural fronts on which an unprecedented global conflict unfolded. Students will learn about the evolution of artistic practice and popular culture in Allied and Axis nations, and consider how visual media worked as propaganda, news, and entertainment.

Crosslisted as: ARTH-237 CNMS-237.

HIST 239 - Modernity and Nationhood in India (1)

Trivedi

An introduction to South Asia (1750-1990) in the modern era appropriate for students at all levels. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists as they contributed to the emergence of modern India.

Offered: Fall.

HIST 241 - American Colonial History (1)

Ambrose

A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences.

Offered: Fall.

HIST 242 - The Old South (1)

Ambrose

Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and

resistance; gender and family relations; secession; and the legacy of Southern history.

Offered: Spring.

HIST 244 - Religious Conflicts (1)

Abhishek Amar

Is religion a source of conflict in the modern world? Investigates examples of religious difference and negotiation from Asia and Europe. Focus on political and religious differences over sacred space, conversion, and Love-Jihad, and interactions among Hindus and Muslims in India.

Crosslisted as: RELST-244. Offered: Spring.

HIST 245 - American Frontiers (1)

Simons

The geography of the continental United States seems like the result of inexorable sea-to-sea growth. This survey of environmental history of the American frontier aims to upset this inevitability and approach US expansion as the accumulation of foreign landscapes that Americans shaped into the United States. The course challenges the idea of a westward-moving frontier that disappeared in 1890, instead following it as it moved overseas, into popular culture, and even beyond the earth.

Offered: Fall.

HIST 249 - Architectures of Occupation and Resistance (1)

Trivedi

What does the architecture of buildings and cities tell us about systematic oppression and political control? What options for resistance exist in structures of occupation and dispossession? This course examines how the design of the built environment is shaped by social hierarchies and political agendas. We will also examine how occupation and resistance are in constant flux, and how the dispossessed find ways to act politically and to resist strategies of domination through their everyday spatial practices and tactics.

Offered: Spring.

HIST 250 - Introduction to the History of the Book (1.00)

Thickstun and Goodwillie

How have books been constructed over time? How does the materiality of a particular book create its cultural meaning? What gets preserved, who has access to information, and who makes those decisions? Focusing on the rich materials in Hamilton's Special Collections, we will examine book history from all angles: from papyrus scrolls through the modern codex, the book trade, mechanisms for controlling and subverting knowledge, the construction of authorship, the social location of books. We will also use the college letterpress to set type, pull a press, and practice simple book-binding.

Crosslisted as: LIT-250. Offered: Fall.

HIST 251 - Nineteenth-Century America (1)

A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state.

Offered: Fall.

HIST 252 - Empires of Sex: Gender and the Body in the Early Modern World (1)

Cooley

This course considers the global history of sexuality, gender, and the body from antiquity to the French Revolution. Recognizing that mixing among humans was a powerful and potentially dangerous tool for developing new populations, imperial regimes and privileged individuals constructed sexuality through science and politics to remake society for their own ends. Topics include intimacy, sexual violence, the science of reproduction, homosexuality, intersex and transgender individuals, and historical demography.

Offered: Fall, Spring.

HIST 254 - Recent American History: The United States, 1941 to the Present (1)

Isserman

A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath.

Offered: Spring.

HIST 256 - Islam in South Asia (1)

Usman Hamid

An exploration of the rich history of Islam in South Asia with a particular focus on the pre-colonial period. Beginning with questions of Islam's arrival to South Asia, we shall explore the rise of Muslim polities and communities in North India, the proliferation of Sufism across the subcontinent, and the elaboration of Sultanate court culture before focusing on the political, cultural, and religious landscape of Mughal Empire. The course will conclude with a discussion of the impact of colonial rule, modernity, and nationalism in South Asia.

Crosslisted as: ASNST-256, RELST-256. Offered: Spring.

HIST 261 - Listen! Sound Histories and Imaginaries

Pavitra Sundar, Celeste Day Moore

This course thinks critically about sound, listening not only to sound recordings but to the resonances of silence, voice, and noise in literary and historical texts. How do sounds come to mean what they do? What happens when sonic concepts travel? How are the soundscapes of daily life, both past and present, structured by race, gender, class, and other social formations? How have writers and artists reconceptualized sound and music to contest hierarchies? We will study James Baldwin, Frantz Fanon, and Zora Neale Hurston, among others. Topics include the relationship of sound to built/natural environments; (de)colonization and the 'listening ear'; global, diasporic, and local soundscapes; and technologies of sound production and listening

Prerequisite: One course in Lit or Hist. Crosslisted as: LIT-261.

HIST 263 - Music, Science & Power

Halley Barnet

This course explores a new history of knowledge, power, and music in early modern Europe, by interpreting musical instruments not merely as tools of music and art, but also as tools of knowledge and power. Central themes will include the reciprocal relationship between technology and musical practice, the use of musical instruments as models in natural and human science, and the political dimensions of musical sound and rhythm. Students will explore the multiple roles and identities of musical instruments across Europe, using written, visual, and audible sources and employing scholarly perspectives from the history of science and science and technology studies (STS), the history of political culture, and musicology.

Crosslisted as: Cross-listed with Music.

HIST 265 - Priests, Warriors and Commoners in Early/Ancient India (1)

A factual and analytical study of South Asia History from the rise of the Indus Valley Civilization to the establishment of the Delhi Sultanate (ca. 2500 BCE-1200 CE). Introduces major processes, narratives and interpretations of early India by exploring urbanization, empires and regional states, mercantile and trade networks, and development and transformation of Buddhism and Hinduism. Adopts a multi-disciplinary examination of literary, archaeological and art-historical sources. Of interest to students of history, art history, literature and religion.

HIST 266 - Global Environmental History

Gruskin

A survey of topics, themes, and methods in environmental history, focusing on Africa, Asia, and Latin America. Provides a foundation and prepare students for advanced coursework and research in history and environmental studies. Examines major events and trends through an environmental framework, illustrating connections over time. Major course themes include biological exchange between regions, the industrial revolution, climate change, and linking historical environmental issues to contemporary concerns.

Crosslisted as: ENVST-266.

HIST 267 - Utica in the Context of US History

Phil Bean

Utica, New York, as a case study in US history. Examines its evolution from early post-Revolutionary "western frontier" settlement to center of industry and technological innovation, to early "rust belt" city and, more recently, to early center of refugee resettlement. Themes will include: transportation and communications, industrialization, demographic transformation, religion, politics, ethnic nationalism, labor history, xenophobia and racism, war and conflict, architecture, suburbanization, organized crime, political corruption, Urban Renewal, deindustrialization, urban decay. Readings and discussions will include relevant primary documents.

Crosslisted as: PPOL-267.

HIST 275 - Modern Middle Eastern History (1)

Keller

A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry.

Offered: Spring.

HIST 276 - Cold War in Africa

Rebecca Wall

Examines the options and obstacles facing diverse regions of Africa during the Cold War. Covers the period from World War II until the 2000s. Topics include Africa and Africans during WWII, decolonization, the Non-Aligned Movement, China and Cuba in Africa, proxy conflicts, and links between the Cold War and the War on Terror. Discusses the legacies of the Cold War for contemporary Africa. Course focuses on engaging with primary sources including film, literature, propaganda, and music.

Crosslisted as: AFRST-276. Offered: Spring.

HIST 278 - South Africa: From Colonialism to Democracy (1)

Grant

Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers.

Crosslisted as: AFRST-278. Offered: Spring.

HIST 280 - Imperial China (1)

Wilson

Survey of Chinese social, cultural, and political history from the fall of the Han dynasty in the third century to the Manchu conquest in the seventeenth century. Focus on how Chinese writers have understood their own history on such questions of the rise and fall of dynasties and human interactions with powerful cosmic forces that determine fate. Examines the decline of the medieval aristocracy and the emergence of the Confucian gentry; the family and the changing status of women; military conflict with the Mongols and war with Japan in the sixteenth century.

Offered: Fall.

HIST 285 - Modernity and Nationhood in China (1)

Wilson

Examination of the social and cultural forces contributing to the decline of imperial institutions beginning in the 19th century, as found in the Taiping Rebellion, cultural interaction with Western missionaries, traders, and military and nationalist revolutions in the 20th century. Readings and class discussions consider the coherence of nationhood in Chinese identity and reexamine the "Western impact" as a force in the formation of modernism in China.

Offered: Spring.

HIST 286 - The Byzantine Empire (1)

Eldevik

For more than 1000 years following the breakup of the Western Roman Empire, the Eastern Roman, or Byzantine, Empire, with its capital at Constantinople, preserved the legacy of imperial Rome in the medieval Mediterranean. This lecture-discussion course will explore the history of the Byzantine Empire, from the reign of Constantine the Great (ca. 330) to the fall of Constantinople to the Ottoman Turks in 1453. Religious, social, and political developments will be considered, along with medieval Greek contributions to the economy and culture of the wider Mediterranean world.

Crosslisted as: CLASC-286. Offered: Spring.

HIST 290 - Classics of Western Social Thought (1)

the Department

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives.

Prerequisite: one course in history or sociology.
Crosslisted as: SOC-290.

HIST 297 - Christianity in America, 1600-1890 (1)

Ambrose

Examination of Christianity in America from the era of European settlement to the end of the 19th century. Topics include encounters with Native American religions, revivalism, sectarianism, slavery and antislavery, religion and politics, theological developments, popular beliefs and

practices, and the rise of unbelief.

HIST 300 - A History of Work (1)

Trivedi

How do we understand the rise of modern industrial society? Examines the narrative of industrialization in a comparative historical framework. Emphasis is placed on the history of industrialization through an examination of the rise of key industries, the formation of middle and working classes, the role of colonialism in economic development, and the relationship of class and gender in the modern world. Students read monographs, as well as a variety of primary sources including memoirs, government documents, and reformist literature.

Prerequisite: one 200-level history course or consent of the instructor.

HIST 303 - Buddhism, Business and State

Amar

Buddhism is often presented as a rational and spiritual philosophy that does not promote either sociopolitical engagements or ritual practices. Questioning this protestant/text-based understanding of Buddhism, this course will examine Buddhist engagements with trade and mercantile communities, state and imperial powers, and ritual and devotional practices in premodern India. Learning about the everyday life of Buddhist monasteries offers insights into today's connections between religious, economic, and government life.

Crosslisted as: RELST-303, ASNST-303.

HIST 308 - History of the Mind from Descartes to Deep Blue

H. Barnet

This seminar retraces the history of the human mind, from René Descartes' assertion of mind-body dualism in the mid-17th century, to Deep Blue's chess victory over Gary Kasparov in the 20th century. How has our understanding of human experience, of thought, of the self, of race and sex difference influenced scientific conceptions of the human brain and the nerves? What have modern neuroscience and artificial intelligence done to bridge the gap between mind and body, or to reveal the material basis of thought? This course draws on the histories of science, medicine, philosophy, and psychology.

Prerequisite: One 200-level history course. Offered: Fall.

HIST 309 - Asian Temples in a Digital World (1)

Thomas Wilson

Examination of Asian religions in ritual, bodily, and spatial contexts. Discussions of textual and visual sources on human ritual interactions with gods; the use and layout of temples and altars, including food offerings, music, dance, representations of deities; and meditation and internal alchemy. Readings in scholarly sources, instruction in digital historical methods of collecting and analyzing materials on the web. Writing assignments include short essays and a final research project of the student's design to be presented with text and images in digital form.

Crosslisted as: ASNST-309, RELST-309. Offered: Spring.

HIST 312 - The History of Hamilton College (1)

Isserman

Examination of the history of Hamilton College from its founding as the Hamilton Oneida Academy in 1793 to its bicentennial celebration in 2012. Topics include Samuel Kirkland's mission to the Oneida, curricular reform, the College in the wider world, the rise and fall of Kirkland College, campus life and politics. Students will make extensive use of the College archives and write a research paper on some aspect of Hamilton's history.

Prerequisite: one 200 level U.S. history course or permission of instructor. Offered: Fall.

HIST 314 - Nazi Germany (1)

Kelly

This research course examines the origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust.

Prerequisite: 212 or consent of instructor. Offered: Fall.

HIST 319 - Monuments and Myths: Civil War Memory

Seidule

This research seminar examines the memory of the American Civil War from 1865 until today. As monuments tumble across the country, we will consider how those memorials became such a prominent part of the American landscape. After the war, northern and southern societies, Black and white people, and men and women developed competing visions of the war's meaning. We will look at the memory of the war through film, novels, commemorations, battlefield reenactments, and of course,

monuments.

Prerequisite: One course in US history or consent of the instructor. Offered: Spring.

HIST 320 - Power and Lordship in Medieval Europe (1)

Eldevik

This historiography course examines the social and economic development of early European society, with a focus on peasant life, ecclesiastical institutions and aristocratic power in the context of contemporary medieval intellectual debates about justice, order and inequality in a Christian society.

Prerequisite: one 200-level history course. Offered: Fall.

HIST 322 - Russia's Destiny: Political Thought from Peter to Putin (1)

Keller

Russian thinkers have long been tormented about where they belong in the world. Imperial Russia wanted to be a great European power, but the Slavophiles argued that Russia had a unique destiny that was neither European nor Asian. The Soviet Union suppressed but never destroyed these ideas, and Putin uses them to legitimize his government. This historiography seminar will study Russian political philosophy with an emphasis on the meaning of history.

Prerequisite: Any 200- level history course. Crosslisted as: RSNST-322. Offered: Spring.

HIST 324 - Science & the Question of Difference: Marginals in the Production of Modern Knowledge

S. Datoo

This historiographical seminar critically examines how scholars across the humanities and humanistic social sciences have examined ‘science’ in the period following World War II. This period witnessed a range of moral critiques that exposed the ways an ‘objective’ science had created, advanced, and sustained global structural inequalities. Students will engage with these critiques of science by reading key texts in post-colonial theory, feminist critiques of science, and histories of the human sciences, particularly psychology, medicine, and sexology.

Crosslisted as: ASNST-324.

HIST 325 - ''The Making of American Scripture'' (1)

Paquette

An intensive examination of the relation between the Declaration of Independence and the Constitution from the time of the founding to the end of the Civil War. How did the founders and framers understand the relation? What key political and legal events changes that understanding? How did leading thinkers and activists frame the ideas of liberty and equality? What role did slavery play in the debate? Did Abraham Lincoln change the meaning of the Union?

HIST 326 - Rebels, Radicals and Reformers in Pre-Modern Europe (1)

Eldevik

Tackles the problem of religious deviancy and political dissent in Europe between about 800 and 1400 with several key questions in mind: How did people cope with the conflicting demands of authority and social justice in the world, and reconcile flawed earthly institutions with the idea of an eternal heavenly order? How can modern historians recover the intentions and thoughts of people whose ideas were often intentionally scrubbed from the historical record? Readings will consist of primary source material as well as recent scholarly literature on the subject.

Prerequisite: one 200-level history course.

HIST 327 - Mexico-Tenochtitlan: The City and the World, 1300-1800 (1)

Cooley

Why did the Aztec Empire fall? How did the Spanish transform a Mesoamerican capital city into their own imperial center? This research seminar takes a deep dive into colonial Latin American history through Mexico City as a lens into early modern empire. Topics include Mexica migration, indigenous American knowledge cultures, humanism, conquest and warfare, gender and sexuality under the Mexican inquisition, colonial science and medicine, and environmental transformation.

Prerequisite: One 200-level history course or consent of the instructor. Offered: Spring.

HIST 329 - Art of Devotion: Visual and Material Culture of Islam (1)

Usman Hamid

What is the relationship between aesthetics, material

culture, and religious experience? In this course we explore this question by examining the aesthetic traditions of Islam, focusing on how Muslims have used literature, visual art, musical performance, and architecture as modes of religious expression and creativity. Through studying aesthetics and devotion in the Islamic tradition, we will reflect on questions of cultural appropriation and reuse, politics of representation, and the global circulation of objects, peoples, and capital.

Prerequisite: one 200-level course in Asian Studies, History, or Religious Studies. Crosslisted as: ARTH-329, ASNST-329, RELST-329. Offered: Fall.

HIST 330 - Nations and Nationalism

Trivedi

This historiographical seminar traces theories of nations and nationalism. It considers how historians, anthropologists, and political theorists have understood the nation states with we live, including their implications for the modern articulations of race, ethnicity, class, gender, and sexuality. Students will read major works by scholars of European and Asian nationalism and produce an historiographical essay on a subject of their choice.

HIST 337 - Seminar: Confucian Traditions (1)

Wilson

Examination of Confucian thought and ritual practice from classical times to the present. Emphasis on reading philosophical and ritual texts in translation in order to understand the ways that Confucians understood their place in Chinese society.

Prerequisite: relevant coursework in history, Asian studies or religious studies, or consent of instructor. Crosslisted as: PHIL-337. Offered: Spring.

HIST 339 - Columbusâ€™s Library: Texts, Travel and the Medieval Imagination (1)

Eldevik

This research and historiography seminar examines works of geography, natural history, and exploration that informed how medieval readers imagined the wider world as Europe embarked on an era of unprecedented expansion. Special attention to texts read by Columbus in preparation for what he thought would be a voyage to East Asia, such as Pliny’s Natural History, Travels of Marco Polo, and Travels of Sir John Mandeville, but other traditions, such as Alexander Romance, the legend of Prester John, apocalyptic theology, Crusader histories, and Arab travel literature will also be considered.

Prerequisite: One course in history or Asian studies.

HIST 341 - Topic: Studies in Early American History

Ambrose

Topic for Spring 2023: Culture and Community in Early America. This historiographical course focuses on one of the central questions of American history: How did migration to America affect the cultural and social values and practices of migrant peoples? We will concentrate on peoples from Europe and Africa who came to North America, both willingly and unwillingly, in the seventeenth and eighteenth centuries. To what extent did transplantation result in cultural persistence and change? How have historians explained the processes of acculturation and identity formation?

Prerequisite: One 200-level course in American history or consent of instructor.

HIST 342 - The Minds of the Old South: Southern Intellectual History, 1700-1877 (1)

Ambrose

This research seminar investigates the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments.

Prerequisite: one 200-level history course or consent of instructor. Offered: Spring.

HIST 343 - Tocqueville's America

Ambrose

Alexis de Tocqueville wrote one of the most influential assessments ever written about politics and culture in the United States. Tocqueville traveled widely and his insights into religion, slavery, private association, democratic procedure, individualism, and the American mind and character have been recited and explored by legions of writers. This course will center on reading Tocqueville’s work to examine the strengths and weaknesses of the text. We will then examine the ways his work has influenced subsequent understandings of both America and democracy.

Prerequisite: Two courses in history or consent of the instructor.

HIST 345 - The Soviet Union as a Multi-National State (1)

Keller

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. This research seminar explores the concepts of nation, empire and modernization in the Soviet context.

Prerequisite: One 200-level history course. Crosslisted as: RSNST-345. Offered: Spring.

HIST 351 - Race, Science, and the Origins of the Modern World (1)

Cooley

This historiographical seminar traces theories of race from their origins in the Renaissance to the present. It examines how race, in conjunction with sex and gender, developed as an idea through the natural sciences in the context of Europe's global imperial expansion. Subjects include natural history, breeding livestock, taxonomy, racial typology, evolutionary theory, and genetics.

Prerequisite: One 200-level history course or consent of the instructor.

HIST 353 - Seminar on the Sixties (1)

Isserman

Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement.

Prerequisite: one 200-level course in American history.

HIST 355 - Bioprospecting and the Ecologies of Medicine

Mackenzie Cooley

Bioprospecting is the process of exploration in the nonhuman natural world for new resources that have social, medical, and commercial value. Today, pharma companies search for natural products with biochemical potency. This impulse emerges from a long tradition in which imperial powers dispatched bioprospectors to make the natural wealth of so-called "New Worlds" have value. This course follows the entangled history of medicine and the exploitation of the natural world from 1300 to the present. Key topics include: the drug trade and the spice trade, exploration of the tropics, medical ethics and trials, the development of the hospital, indigenous knowledge, the scientific method, poisons and antipoisons, changing biodiversity.

HIST 356 - Histories of Human Rights (1)

Grant

This research course examines how human rights have been defined by governments and non-governmental organizations, and how human rights have been advanced and contested as matters of foreign policy since the late nineteenth century.

Prerequisite: One 200-level history course, or consent of instructor. Offered: Fall.

HIST 357 - Seminar: Death, Dying and the Afterlife

A. Amar

How do Buddhists and Hindus prepare to die? What techniques do they employ to achieve immortality or better rebirth? What happens to an individual after death? What role do death rites and rituals play in the afterlife? Research seminar examines historical, philosophical, and religious dimensions of death. Course has a digital component.

HIST 359 - The Early Republic, 1787 to 1815: From Philadelphia to New Orleans (1)

Paquette

An intensive examination of the early history of the great American experiment in republican government from the Constitutional Convention to the Battle of New Orleans. Focus on the origin and ratification of the Constitution, rise of the first party system, slavery and its expansion, foreign relations, Jefferson's presidency, and War of 1812. The Federalist to be read in its entirety.

Prerequisite: one 100-level history course.

HIST 363 - Seminar: Colonial Encounters in Asia (1)

Trivedi

This research course examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism

and reassessment of the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters.

Prerequisite: One 200-level course in History or Asian Studies or consent of instructor. Offered: Spring.

HIST 366 - Power, Space, and Society: From the Industrial to the Global City (1)

Trivedi

This research and historiography course explores industrial, metropolitan, colonial, and post-colonial cities in order to understand the roles of architecture and urban planning in political power and society since the nineteenth century. It examines how spatial organization and the built environment have been used to maintain social control, shape social behavior, and foster national identity. Each student shall determine in consultation with the faculty whether his or her written work will focus on research or historiography.

Prerequisite: One 200-level course in History or Asian Studies or consent of the instructors. Offered: Spring.

HIST 367 - The History and Literature of Himalayan Mountaineering, from the 19th Century to the Present.

Maurice Isserman

Examines Himalayan mountaineering over the past 150 years, and its roots in imperial expansion, national rivalries, and cultural and social evolution. Topics include mountaineering in the age of empire, George Leigh-Mallory's death on Everest, American mountaineering in the Himalaya, conquest of the 8,000 meter peaks, the role of Sherpas in mountaineering, and the rise of commercial mountaineering. (Writing-intensive.) There will be an optional 2-week field trip to the Annapurna region of Nepal over spring break, conditions permitting. Generous travel aid is available to make the trip affordable to all students in the course.

Crosslisted as: ENVST-367.

HIST 373 - Environmental Catastrophes and U.S. History (1)

Peter Simons

This research seminar examines how environmental catastrophes—both natural and human made—have changed the course of U.S. history. Through its exploration of inundations, conflagrations, famines, epidemics, and other disasters, the course will consider how Americans made sense of these events and in turn remade their landscapes, institutions, and social relations or-in some cases-chose not to in order to demonstrate their power over the natural world.

Prerequisite: One course in history or consent of the instructor. Offered: Spring.

HIST 375 - Gandhi: His Life and Times (1)

Trivedi

This research and historiography course examines primary sources written by Mohandas K. Gandhi and his associates, as well as Gandhi's autobiography and other scholarly works. Emphasis will be placed on different approaches to understanding Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography.

Prerequisite: one 200-level history course, or consent of instructor.

HIST 376 - Race and Capitalism (1)

Day Moore

This upper-level research seminar will explore the linked histories of race and capitalism through the lens of African-American history. Discussion topics may include: slavery and capitalism, convict labor, racial capitalism, racism and organized labor, the marketing of African-American culture, Black media, "choice" in education, the welfare state, real estate and banking, and the history of Black capitalism.

Prerequisite: One 200-level history course or consent of the instructor. Offered: Spring.

HIST 377 - Violence, Law, and Justice in the Middle Ages (1)

Eldevik

Telling a prisoner that you're going to "get medieval" on them does not have positive connotations. At the same time, medieval texts like Magna Carta are held up as having made fundamental contributions to liberal political theory. This research seminar invites students to explore key issues in the development of legal thought and practice in the medieval West that help us understand how various communities and institutions addressed the problem of violence, administered justice, and created social and

religious order through law.

Prerequisite: WI 100-level History class, History/Lit/MDRST 233, or permission of instructor. Offered: Spring.

HIST 379 - US International Relations: Race, Empire, and Transnational History (1)

Day Moore

This research course examines US international relations in the twentieth century. Course discussions focus on the reproduction of race alongside the growth of US economic, cultural, political, and military power overseas, including Africa, Southeast Asia, the Caribbean, and Latin America. The course traces how imperial networks have shaped racial categories in the United States, and it examines the formation of transnational political and cultural affiliations such as Pan-Africanism.

Prerequisite: One 200-level history course or consent of the instructor. Crosslisted as: GOVT-379. Offered: Spring.

HIST 383 - Topics in British and Irish History: Photography in Britain and the Empire (1)

Grant

This research seminar examines photographs as historical texts. It addresses changing photographic technologies and the many uses of photography in Britain and the Empire from visual art and scientific research to philanthropy and the categorization of criminals. Particular emphasis will be placed on photography's role in representing and influencing ideas about class, race, and gender.

Prerequisite: one 200-level history course, or consent of the instructor.

HIST 385 - The Crusades (1)

John Eldevik

How have the medieval Crusades been remembered across historical, literary, and visual media from the Middle Ages to the present day? How did the views of the Crusades change over time in both Europe and the Middle East? Stretching from the beginning with the historiographers who accompanied the First Crusade and the knightly romances that followed, through the Enlightenment and colonialism, to the present, the courses allows examination of the intersection of the past and society's view of it. A 300-level historiography course.

Offered: Fall.

HIST 390 - Foucault: History, Sexuality, and Power (1)

Wilson

This historiography seminar examines the work of Michel Foucault and the impact of his genealogical method on the discipline of history. Discussion of the birth of the prison and the spread of its disciplinary practices since the 18th century and the shift in his understanding of power from formal institutional mechanisms imposed on individuals to disciplinary practices that served to construct the self as an ethical subject. The course considers Foucault's impact on the historiography of sexuality, race, and colonialism through writings of scholars influenced by and critical of his work.

Prerequisite: One 200-level course in History, Philosophy, Sociology, or consent of instructor. Offered: Fall.

HIST 392 - Paris Noir: Twentieth-Century Black Internationalism (1)

Day Moore

This historiography course explores the transnational connections between African-American and African diasporic histories in Paris. It draws on a wide range of disciplinary perspectives and primary sources, including literature, music, film, and visual art, to consider the development of diasporic politics, the vogue for black exoticism, jazz, the Harlem Renaissance and négritude, civil rights and decolonization, and the global dimensions of Black Power.

Prerequisite: A course in history, Africana Studies, or consent of the instructor. Offered: Fall.

HIST 394 - Topics in American Religious History: Religious Communal Societies in America, 1620-1950 (1)

Ambrose & Goodwillie

This research course utilizes the valuable holdings of Burke Library's Communal Societies Collection, this seminar will focus on the various religious communal experiments, especially the Shakers, and their role in American religious history. All students will conduct research in the Communal Societies Collection.

Prerequisite: one 200-level history course or consent of instructor. Offered: Fall.

HIST 395 - The Crusades in History and Literature (1)

Eldevik

From the twelfth century the Crusades and crusading ideology produced a remarkable body of historiography and literature that provides insight into changing social, cultural, and religious sensibilities in Europe and the Muslim world. This seminar asks students to engage in close reading and analysis of medieval and modern sources reflecting the intellectual, religious, and political questions raised in representing the Crusades and the perceived existential struggle between Christendom and Islam.

Prerequisite: One 200-level history course.

HIST 396 - Seminar: History of Gods (1)

Wilson

This historiography course offers a comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism, myth and ritual. Each student shall determine in consultation with the faculty whether his or her written work will focus on historiography or research.

Prerequisite: one 200-level History course. Crosslisted as: RELST-396. Offered: Spring.

HIST 397 - Lives Against Apartheid (1)

Grant

This research course examines the experiences and objectives of protest against the apartheid regime in South Africa through the autobiographies and memoirs of leading participants in the anti-apartheid movement. Illuminates the different aspects of resistance to apartheid and demonstrates how autobiographies now contest the politics of protest and the legitimacy of authority in the post-apartheid, "non-racial" South African democracy.

Prerequisite: one 200-level history course or consent of instructor.

HIST 401 - Research Seminar in History (1)

Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay.

Prerequisite: concentration in history or consent of instructor. Offered: Spring.

HIST 402 - Research Seminar in History (1)

Trivedi

Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. This section is open only on an as-needed basis.

Prerequisite: H401 and consent of instructor. Offered: Spring.

HIST 424 - Novel and Nation: Ulysses at 100

Steve Yao and Kevin Grant

Published in 1922, James Joyce's Ulysses continues to enjoy general acclaim as the "Greatest Novel" yet written in English. To mark the centenary of this landmark literary achievement, we will undertake in this joint seminar to test the validity and utility of such a claim by reading Joyce's encyclopaedic work in relation to its various social, historical, and cultural contexts. Particular attention will be paid to issues of colonialism, Irish nationalism, and the place of Ulysses in both the history of the novel and the history of literary criticism and theory. Yao (LIT) and Grant (HIST).

Prerequisite: Take 3 courses in Literature or 1 300-level History course. Crosslisted as: LIT-424.

HIST 550 - Senior Thesis (1)

Trivedi

A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department.

Prerequisite: A GPA in the concentration of 3.5 or higher. Students should be able to demonstrate required one year of foreign language to qualify. Consent of Instructor. Offered: Yearly.

HIST 551 - Senior Thesis (1)

Trivedi

A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550.

Prerequisite: 550 and consent of instructor. Offered: Spring.

HSPST-Hispanic Studies

HSPST 115 - Spanish Immersion I (2)

The Department

Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. This course is only offered in the fall.

Prerequisite: By placement only. Offered: Fall.

HSPST 126 - Conquest of the Americas

Cooley.

This class follows the violent emergence of a new society in the Americas in the half-century from Columbus's encounter with the Caribbean in 1492 through Cortés's and Pizarro's lightning conquests of the Aztec and Inca Empires. It examines the interactions between indigenous peoples and Europeans in conjunction with Spain's moral crisis over the brutality of its own imperial regime. Analyzes primary sources (Spanish, indigenous, and mixed) and explores how historians make meaning out of the past by using texts, records of warfare, bodies, and the environment as sources of evidence.

Crosslisted as: HIST-126 MDRST-126.

HSPST 130 - Third-Term Spanish (1)

The Department

Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. Four hours of class with additional laboratory work and TA session. Taught in Spanish.

Prerequisite: 115, 120 or placement. Offered: Fall.

HSPST 135 - Spanish Immersion II (2)

The Department

Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of grammar at the intermediate level followed by cultural readings and small group activities. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. This course is only offered in the spring.

Prerequisite: 115, 120 or placement. Offered: Spring.

HSPST 140 - Conversation on Hispanic Cultures (1)

The Department

Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish.

Prerequisite: grade of C or better in 130, placement or consent of instructor. Offered: Fall, Spring.

HSPST 200 - Exploring Hispanic Texts (1)

The Department

Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America and Spain. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation.

Prerequisite: Grade of C+ or better in HSPST 135 or 140, placement or consent of instructor. Offered: Fall, Spring.

HSPST 201 - Spanish for Heritage/Bilingual Speakers (1)

Ambio

Integrated review of the grammatical structure of Spanish for bilingual students who are native or heritage speakers, with intense emphasis on grammar and writing. Major emphasis placed on anthropolitical linguistics; special focus on political and cultural history of U.S. Latinx: issues of immigration, bilingualism, English-Only, social and political movements. Interdisciplinary readings and film by Latin American, Caribbean and U.S. Latinx authors and filmmakers. Intense interaction focused on discussion and oral and written argumentation.

Prerequisite: Only for Heritage Speakers, placement exam or consent of instructor. Offered: Fall.

HSPST 210 - Introductory Study of Spanish Literature (1)

The Department

Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects.

Prerequisite: 200 or 201 or consent of instructor. Offered: Spring.

HSPST 211 - Introductory Study of Latin American Literature (1)

The Department

A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish.

Prerequisite: 200, 201 or consent of instructor. Not open to senior concentrators. Offered: Fall.

HSPST 213 - Crime Fiction (1)

Cecilia Hwangpo

Analysis of the representations in Latin American fiction of such issues as delinquency, murder, marks of difference, language and social justice, and the critical perspectives which these phenomena engender. Works by Arlt, Borges, Puig, and others. Not open to senior majors.

Prerequisite: HSPST 200W or 201W. Offered: Spring.

HSPST 217 - Introduction to U.S. Latinx Literatures (1)

Ambio, Marissa L.

Examines cultural production of representative U.S. Latinx writers primarily from the civil rights movement to present. The course explores Latinx writers' engagement with language, political status, race, gender, nationality, and generational markers to reveal both the fluidity and instability of the Latinx imaginary. Readings include autobiographical and biographical works, bildungsroman, memoir, historical novel and vignettes in an exploration of the self and one's relation to collective identity.

Crosslisted as: LIT-217. Offered: Spring.

HSPST 219 - Advanced grammar review and practical application (1)

The Department

Rigorous review of Spanish grammar at the highest level, including study of the more complex structures relating to the use of the subjunctive,the passive voice and reflexives, the preterite and imperfect tenses, expressions of probability, and the expansion of expository vocabulary. Considerable effort devoted to the development of a mature style of writing, but emphasis placed on the learning and oral practice of grammatical structures. Especially recommended for Spanish majors or minors in their sophomore year, those planning to study abroad or future teachers of Spanish

Prerequisite: 200, 201 or consent of instructor. Offered: Fall.

HSPST 223 - Introduction to Hispanic Cinema (1)

Rodríguez-Plate

An introduction to film in the Hispanic world, exploring the development of different national traditions within Latin American and Spanish Cinema. At the same time, covers some of the basic tools for interpreting and writing about film. Editing, sound, cinematography and mise-en-scène are some of the key terms and concepts studied in order to understand how viewers and filmmakers create meaning in films. Particular attention to the interrelation of cinema and culture, and the intersection of aesthetics and politics.

Prerequisite: 210 or 211.

HSPST 224 - Women in Spanish Literature and Film:''Chicas de pelicula'' (1)

Sabadell Nieto

With an emphasis in the last two decades, this class will focus on literary and visual constructions of women in Contemporary Spain. Movies, poems and short stories will help us ask questions and explore ideas concerning Spanish women and society such as war and gender violence, immigration, sexualities, citizenship, interpersonal relationships, masculinities in transition, etc. Films and literary texts by Bigas Luna, Isabel Coixet, Icíar Bollaín, Anna Rossetti and Carme Riera, among others.

Prerequisite: 200 or 201 or consent of instructor. Offered:

Fall.

HSPST 229 - Spanish in the Professions

The Department

This course develops communication skills used in business, health, government, law, environmental studies, and social justice. Special emphasis is given to building vocabulary and the improvement of grammatical structures through practical application. Oral and written assignments are designed to expand knowledge of Hispanic social practices while increasing intercultural competence.

Prerequisite: 200, 201 or consent of the instructor.

HSPST 250 - Journey into Spanish Cultures (1)

The Department

A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish.

Prerequisite: 200, 201 or consent of instructor. Not open to senior majors.

HSPST 251 - Intersectional Latin America

Brisa Núñez García

This course employs an interdisciplinary approach to explore the intersectionality of Latin American literature and cultures, taking into account alternative forms of literature and the production of minority groups, emphasizing subaltern studies, gender, race, and queer representation. We consider testimonial literature, short stories, graphic novels, film, photography, painting, graffiti, podcasts and music. The course provides an overview of Latin American history and contemporary popular and folk culture, the transition between dictatorship and democracy, the situation of indigenous people, women in society, and current events.

Prerequisite: HSPST 200W or HSPST 201W.

HSPST 257 - The World of Spanish Art: From the Alhambra to Guernica (1)

Medina, J.

Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture).

Prerequisite: 200, 201 or consent of instructor.

HSPST 270 - Special Topics in Spanish Literature and Culture (1)

Xavier Tubau

Taught in Spanish.

Prerequisite: 210, 211 or consent of instructor. Normally not open to senior concentrators.

HSPST 271 - Special Topics in Latin American Literature and Culture (1)

TBA

Topic TBA

Prerequisite: 210, 211 or consent of instructor.

HSPST 281 - Latin American Short Fiction (1)

Hwangpo

Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the poetics of the Latin American short story and its relationship to pertinent literary movements. An intercultural examination of the artistic components of various Latin American short stories within their socio-historical contexts. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others.

Prerequisite: HSPST 200W or HSPST 201W. Offered: Fall.

HSPST 283 - Understanding the Contemporary Hispanic Caribbean World (1)

Rodríguez-Plate

In each of the three Hispano-Caribbean islands toward the 1950s, different political fall-outs produced a corpus of texts distinct from that of their predecessors. The Cuban Revolution, the death of the Dominican dictator Trujillo, and Puerto Rico's new political status as a U.S Commonwealth all spurred a reconsideration of literature and other media as a socio-political space in which to articulate new notions of cultural identity. This course,

through poetry, film, music and narrative, examines the cultural shifts and their aesthetic correlates arising from these fracturing events.

Prerequisite: HSPST 200. Offered: Spring.

HSPST 314 - Contemporary Spanish Narrative (1)

The Department

The class will study novels, short stories, films, blogs, and other forms of artistic expression produced in Spain during the 20th and the 21st century. We will discuss essays and articles related to these works, primarily concerning the conscious amnesia of many Spaniards regarding the Civil War and Dictatorship of Francisco Franco, and how to move forward and represent new realities in an age of media and new technologies. Among the authors we will read are: Carmen Martín Gaite, Juan Marsé, Ray Loriga, Agustín Fernández Mallo, Javier Cercas, and Eduardo Mendoza.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

HSPST 316 - Recovering a Lost Memory: Cultural Representations of the Spanish Civil War and its Aftermath (1)

The Department

The Spanish Civil War and its aftermath shaped 20th-century Spain. This course centers on a selection of novels and films which reconstruct, evoke and explore this traumatic event and its consequences in different ways. We will also explore current efforts in Spain to recover what is referred to as an "historical memory" ("memoria histórica") of both the war and the Franco dictatorship which followed it. Issues of trauma, exile, memory, identity and gender will be studied. Works by Martín Gaite, Matute, Rodoreda and Chacón among others.

Prerequisite: 210 or 211 and one additional course beyond 210/211, or consent of instructor.

HSPST 320 - Others like us ... or not (1)

Joana Sabadell-Nieto

The course focuses on women's literature, theory, and cultural production in contemporary Spain. It discusses core topics, issues, conflicts and potential resolutions that shaped and pushed forward Spanish society into a "less imperfect democracy." How does literature and art affect civil rights and social change if they do at all? We will read three representative novels from 1960 to the present, as well as short stories, poems, essays, legal and religious texts, and view films to think about recognition and differences, and, in general terms, about gender.

Prerequisite: three courses in HSPST starting at HSPST 200/201. Offered: Fall.

HSPST 340 - Femenino, plural / Feminine and Plural (1)

Sabadell-Nieto

This course focuses on poetry and (some) narratives and music written by women authors in first person (autobiographical, biographical, community and nation writing) and explores areas of conflict (sexuality, nation, class, race, war) as well as the celebration of the diversity of women and women's writing in contemporary Spain. Texts by Marta Sanz, Gloria Fuertes, Ana Rossetti, María-Mercé Marçal, and Chantal Maillard. Taught in Spanish.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Fall.

HSPST 391 - Strategies of Resistance in Hispanic-Caribbean Literature: From Slavery to Racial Consciousness (1)

Edna Rodriguez-Plate

Examines the emergence of the African culture in the Hispanic-Caribbean, taking into consideration some literary texts from the 19th and 20th centuries. Studies how the voice of the margins has been excluded or included, and consciously manipulated. Analyzes the concept of "race" and its intricate relations with gender, class and cultural politics. Also considered: the anthropological representation of the Other, the object/subject of slavery, racial stereotyping and oppression, religion, sexuality and interracial love.

Prerequisite: Two 200-level courses in Hispanic Studies above 200 or 201, or consent of instructor. Crosslisted as: AFRST-391. Offered: Fall.

300-400

HSPST 301/401 - Modernismo (1)

M. Cecilia Hwangpo

Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction,

chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization.

Prerequisite: Taught in Spanish. Two 200-level courses in Hispanic studies above 200 or 201. Offered: Yearly.

HSPST 301/401 - Modernismo (1)

M. Cecilia Hwangpo

Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization.

Prerequisite: Taught in Spanish. two 200-level courses in Hispanic studies above 200 or 201. Senior HSPST concentrators ONLY. Offered: Fall.

HSPST 303/403 - Representing Gender in Latin America (1)

Burke

Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Crosslisted as: WMGST-303/403. Offered: Spring.

HSPST 310/410 - Medieval Spanish Literature (1)

The Department.

An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mió Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish.

Prerequisite: two 200-level courses in Hispanic studies above 200 or 201, including 210 or 211 or consent of instructor. Offered: Spring.

HSPST 318/418 - Fascistas vs Antifascistas: Literatures, Cultures and Politics in the Spanish Civil War

Ignacio Huerta Bravo

It is difficult to understand modern Spain without looking back to its past, to the far-reaching traumatic years of its Civil War and the later fascist dictatorship. The conflict went beyond the frame of a civil confrontation to the battlefield of armies and volunteers brought to Spain by ideologies whose rhetoric and symbols echo in today's political debate. This course on the Spanish Civil War and its legacy focuses on the propaganda and testimonies of its protagonists along with the contemporary debates on the collective memory of the war. Further, it offers the possibility to get familiarized to Spanish culture, literature, and politics through a variety of fictional, documentary, and theoretical texts, including novel, theater, poetry, press, visual arts, and cinema.

Prerequisite: one additional course beyond HSPST 200W or 201W.

HSPST 321/421 - Representing Domestic Labor in Latin America (1)

Carosi, Marcelo

Explores representations of domestic labor in Latin America from the mid-19th century to date, investigating the figure of the domestic servant in culture as the nexus where not only forms of oppression -generally around the female subject- are realized, but also where notions of the feminine are worked, subsequently contaminating language, reordering post-emancipation citizenship hierarchies, authorizing the intellectual voice, and exploring social crises in the neoliberal era. This course covers a variety of domains, such as short story, theatre, novel, and visual arts.

Prerequisite: 2 courses above HSPST 200W/201W.

HSPST 323/423 - The Power of Looking: Re-imagining the Nation in Hispanic Films (1)

Edna Rodriguez-Plate

An in-depth study of the history and poetics of Hispanic films from the double perspective of Hispanic cultural contexts and the development of cinema as artistic expression. Examines how props, lighting, acting, editing, etc. say more than the words in the script. We will discuss how all these elements reflect the cultural visions and beliefs of different Hispanic filmmakers and the times and places they came from. The readings will focus on film theory and film history within the context of nationalism in the Hispanic World.

Prerequisite: two courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Fall.

HSPST 330/430 - Early Modern Spanish Drama: Aesthetics, Ideology and Society (1)

The Department

The 17th century produced some of the most important, influential and interesting works in the history of Spanish theater. Through a detailed analysis of key dramas of the Early Modern period we focus on the emergence and development of theater in Spain, as well as the study of its different subgenres. Pays close attention to the aesthetics of representation as well as sociopolitical and ideological questions. Works by Cervantes, Tirso de Molina, Lope de Vega, Calderón de la Barca and Juana Inés de la Cruz.

Prerequisite: two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Fall.

HSPST 331/431 - Culture, Disease, and Political Struggle in Latin America

Carosi, M.

This course explores disease as a social construct, considering how it intersects with language, race, ethnicity, gender, age, and disability. We examine disease as a zone where subjectivities are created and where anomalies arise that challenge and facilitate political agency. We consider environmental issues and health care. Through interviews, short fiction, photography, and film from the mid-1980s to today, we ask: How do representations of HIV-AIDS reimagine family and kinship? How do illnesses articulate state policies? How do pandemics herald new kinds of (racial) citizenships?

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Spring.

HSPST 333/433 - Latin American Theatre (1)

Hwangpo

Analysis and discussion of 20th century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheatre and the Theater of Cruelty. Examination of construction and critiques of self, power, society and political identities. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa.

Prerequisite: Two 200-level courses in Spanish above 200 or 201 including 210 or 211 or consent of instructor. Offered: Spring.

HSPST 341/441 - Racism, Migration, and Democracy in Andean-Pacific Cultures

Marcelo Carosi

This course engages with contemporary cultural interventions on racial justice in Colombia, Ecuador, and Peru in order to examine the innovative ways in which artists use visual and written expressive practices to advocate for the visibility of racialized bodies. We consider concepts in critical race and indigenous studies such as mestizaje (Quijano), deracination (Arboleda), and opacity (Glissant), and propose new critical vocabularies, which will lead us to consider race as dealing with the aesthetics of refusal, the contingent, and the nonbinary.

Prerequisite: 2 courses in HSPST above 200W.

HSPST 343/443 - Contemporary Latin American Novel (1)

Carosi

Studies novels published in the past 10 years, and questions that arise when neoliberalism exacerbates struggles for social justice. How does globalization affect our understanding of dissident sexualities? How does recent fiction reimagine family and kinship? How does it narrate migrant children, state terror, racism, and illness? How does economic crisis herald new kinds of citizenships that nationalistic projects have ignored? We consider language, race, ethnicity, gender, and age. Authors include Quintana, Luiselli, Molloy, Sainz Borgo, Herrera, Cueto, and Caputo.

Prerequisite: Two courses in Hispanic studies above 200W or 201W, or consent of instructor. Offered: Spring.

HSPST 351/451 - Writers of the Boom (1)

Burke, J.

Studies the narrative of internationally recognized Latin American authors of the 1960's-1970's, contextualizing

the literary "boom" of this time period, and introducing some of the fundamental works in twentieth century literature. Authors include Carlos Fuentes, Julio Cortázar, Mario Vargas Llosa, José Donoso and Gabriel García Márquez.

Prerequisite: Two courses in Hispanic Studies above 200 or 201, or consent of instructor. Hispanic Studies concentrators only. Offered: Fall.

HSPST 360/460 - The Generations of 1898 and 1927 (1)

The Department

This course will be a study of the ideas, trends and new concepts of Spanish literature at the end of the 19th century and beginning of the 20th century, spurred on by historical challenges (loss of Empire) and social unrest (political upheaval) in Spain. José Ortega y Gasset's La deshumanización del arte will serve as a theoretical bridge between the two generations. We will also question the validity of these categories and problematize the anointing of literary generations.

Prerequisite: two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor.

HSPST 361/461 - Post-Boom Narratives (1)

Jessica Burke

Studies the narrative of Hispanic American authors of the 1970's-1980's whose work came to light after the literary "boom" of Latin American fiction in the previous decade. Post-Boom narratives engage with the social challenges of their time, showing a commitment to ideology and protest. Their work frequently incorporates pop and youth culture. These authors write about dictatorship and exile, oppression and human rights, sexuality and identity. Authors include Elena Poniatowska, Gustavo Sainz, Antonio Skármeta, Manuel Puig, Isabel Allende, Luisa Valenzuela and Rosario Ferré.

Prerequisite: two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Spring.

HSPST 362/462 - Literature on Film (1)

Sabadell Nieto

This course will focus on the film adaptations made of Spanish plays and novels and on the texts that originated them. How does verbal translate into visual? How does film narrate or dramatize differently (if so) than literature? Readings will include contemporary as well as classical literary works and the viewing and analysis of their film adaptations: Lope de Vega, García Morales, Manuel Rivas, Fernando Aramburu among others, and movies by Pilar Miró, Erice, Cuerda, Viscarret, and Uribe.

Prerequisite: 2 courses above HSPST 200W/201W. Offered: Spring.

HSPST 367/467 - Nueva York: Contemporary Literature and Art (1)

Marissa Ambio

The course studies the literary and artistic production of Spaniards, Cubans, Puerto Ricans, Dominicans and Central Americans in New York City from the civil rights movement of the 1960s to the 21st Century. Students will analyze primary sources to explore multiple aspects of identity: national, cultural, racial, linguistic, generational, Caribbean, Latinx and Nuyorican. Primary materials include short stories, novels, memoirs and poetry, and visual art and performing arts, when available. Secondary readings provide the historical and theoretical framework for analysis of cultural production.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Fall.

HSPST 380/480 - Cervantes"s Don Quijote (1)

TBA

Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish.

Prerequisite: two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

HSPST 381/481 - Literature and Modernity in the Andes (1)

Jack Martinez Arias

The cultural representations of religion, history, means of transportation, media, photography, etc., provide distinct points of view on how modernity has been perceived in the Andes. This course will introduce students to the recognition of those perspectives by looking closely at novels, short stories, and movies, produced from the 19th century to the present day. This course also will explore the diverse ways in which the intensification of modernity has changed the nature of Andean cultural production

itself: its language, style, the narrator's and characters' worldviews, etc.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Offered: Spring.

HSPST 383/483 - Creative Writing in Spanish (1)

Martínez Arias, Jack

This course focuses on three components: The reading of contemporary Latin American literature, analysis and identification of narrative techniques; the student's own production of literary texts based on learned techniques; and revision and comments on peers' writing. Students will have weekly written assignments and also will read their peers' short stories, poetry, nonfiction, translation of literary texts, etc. The final project is a compilation of creative works and previous drafts.

Prerequisite: 2 courses above HSPST 200W/201W. Offered: Fall.

HSPST 390/490 - Jewels of Spanish Poetry (1)

Jeremy Medina

Close textual examination, at the most advance level, of some of the most memorable poems produced in Spain from the Renaissance to the 20th century. Offers an appreciation and enjoyment of various forms of poetic expression, along with an understanding of the literary, social and historical context that influenced their creation.

Prerequisite: two courses above HSPST 200W or 201, or consent of instructor. Offered: Fall.

HSPST 412 - Cultural and Racial Alterities in Premodern Spain

Luis Miguel dos Santos Vicente

This course examines the evolution of ideas about groups of people based on differences in religion, language, skin color, and other bodily features from the Middle Ages to the seventeenth century. The course follows an interdisciplinary approach that centers on literary representations along with artistic materials and historical documents. While focusing on the Christian perspective, the content highlights the interactions between Christians, Jews, and Muslims—who coexisted in the Iberian Peninsula throughout the Middle Ages—and their impact on the development of Spanish literature and culture. Readings include works from Alfonso X of Castile, Juan Manuel, Miguel de Cervantes, medieval travelers, and members of minority groups.

Prerequisite: 2 HSPST courses above 200/201. Senior concentrators in HSPST only. . Crosslisted as: MDRST-412.

HSPST 550 - Honors Project (1)

The Department

Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor(chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honors concentrators must normally take the Senior Seminar (400-level course) during the fall of their senior year.

Prerequisite: HSPST 400-level course, HSPST concentrator with GPA of 3.5 in HSPST courses upon time of registration. Offered: Spring.

ITALN-Italian

ITALN 110 - First Term Italian (1)

Introduction in speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. For students with no prior experience in Italian. Those with previous experience with the language will take a placement test in order to be placed at the appropriate level of Italian. This course is only offered in the Fall.

Offered: Fall.

ITALN 120 - Second Term Italian (1)

Continued study of speaking, writing, reading and listening comprehension. Highly interactive with a strong emphasis on obtaining both communicative and cultural competency in Italian. Classes supplemented by online vocabulary-building and grammar practice sessions and Language Center projects and activities. This course is only offered in the Spring.

Prerequisite: Italian 110 or placement. Offered: Spring.

ITALN 130 - Third Term Italian (1)

Strengthening of grammar, syntax and conversation skills through interactive communicative activities. Incorporates films, readings and current events to reinforce cultural competency as well as conversation skills. This course is only offered in the Fall.

Prerequisite: Italian 110 and 120 or placement. Offered: Fall.

ITALN 140 - Fourth Term Italian (1)

Focus is on expanding vocabulary and strengthening verbal proficiency and writing skills through increased exposure to literary and cultural readings. This course is only offered in the Spring.

Prerequisite: Italian 110, 120 and 130 or placement. Offered: Spring.

ITALN 200 - Introduction to Italian Literature and Culture (1)

An introductory survey course that offers students continued development of Italian grammar and conversation through literature, film and other cultural products such as music, visual arts and print media. Emphasis on oral and written work. Taught in Italian.

Prerequisite: Italian 140 or consent of instructor. Taught in Italian. Offered: Fall.

ITALN 204 - The Sound of Silence: Music, Literature and European Modernity

Cecily Cai

This course explores the nature of silence in literature and music as a way to understand how sound, or lack thereof, came to shape modern Europe. We will discuss the history of silence as a philosophical concept, as a response to crisis, alienation and negation, gendered muteness, as well as the aesthetics of dissonance. Literary and musical selections include Boethius, Dante, Petrarch, Gaspara Stampa, Hugo von Hofmannsthal, Robert Musil, Arnold Schoenberg, Theodor Adorno, Eugenio Montale, Anna Banti, Alda Merini, Luigi Nono, Ingeborg Bachmann, George Steiner. Taught in English.

Crosslisted as: MUSIC-204.

ITALN 220 - Introduction to Italian Literature and Culture II (1)

Continuation of Italian 200. Further development of Italian grammar and conversation through literature, film, and other cultural products such as music, visual arts, and print media. Emphasis on oral and written work. Taught in Italian.

Prerequisite: Italian 200 or consent of instructor. Offered: Spring.

ITALN 225 - Fascism and Popular Culture (1.00)

Serena Bassi

The word “fascism” makes us think of a top-down ideology celebrating homogeneity and the cult of the leader. This course invites you to rethink fascism as a bottom-up process of identity formation by focusing on how pop culture worked in Mussolini's Italy. What were free time and imagination in the eyes of the State? How was art used to respond to modernity and create Fascist modernism? How were violent ideologies circulated and resisted through leisure activities? What can we learn about the persistence of fascist ideas today by focusing on their cultural politics?

Offered: Fall.

ITALN 226 - Love/Death in Dante and Beyond

Cecily Cai

"Amor condusse noi ad una morte" (“Love led us to one death”). As Dante portrayed in the *Inferno*, the experience love is inseparable from death. Our journey begins with Dante’s memory of Beatrice retold and reimagined in *The New Life*—a work inspired as much by love as by death. When Dante reunites with Beatrice in *The Divine Comedy*, his understanding of love also evolved. How did this shift prompt him to twist the stories of great lovers as a near-death encounter? We will explore an array of literary variations on the theme of love and death from the Middle Ages to the contemporary world. In addition to investigating the rich literary tradition, we will also turn to works in music and the visual arts.

ITALN 298 - Advanced Language and Culture (0.25)

1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit.

Offered: Fall, Spring.

JAPN-Japanese

JAPN 110 - First-Term Japanese (1)

Kamiya

Introduction to basic structures and vocabulary. Emphasis on oral communication with practice in reading and writing, using the two syllabaries (hiragana and katakana) and 28 kanji characters. Four 50-minute classes a week (Monday-Thursday).

Offered: Fall.

JAPN 120 - Second-Term Japanese (1)

Kamiya

Continued work in speaking, listening, reading, and writing, with mastery of 99 kanji characters. Four 50-minute classes a week (Monday-Thursday).

Prerequisite: 110, or consent of instructor. Offered: Spring.

JAPN 130 - Third-Term Japanese (1)

Nozaki

Completion of introduction to basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 104 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday).

Prerequisite: 120 or consent of instructor. Offered: Fall.

JAPN 140 - Fourth-Term Japanese (1)

Nozaki

Intermediate Japanese with continued emphasis on oral communication. An additional 108 kanji characters will be introduced. Four 50-minute classes a week (Monday-Thursday).

Prerequisite: 130, or consent of instructor. Offered: Spring.

JAPN 160 - Modern Selves and Ways of Seeing: Japanese Film, Animation, and Literature (1)

Kyoko Omori

Modern technology has changed the ways in which we see and understand the world around us, as well as ourselves. Up to today, technological advancements have continued to inspire artists to create works that depict such sensorial changes in human experience. This course will examine Japanese animation, films, and literary works that draw our attention to new modes of perception and ways of engaging with the world in the modern age. Open to First-years only.

JAPN 165 - Early Japanese Pop Culture: Edo Period Literature in Translation (1)

John Christopher Kern

The Edo Period (1603-1868) was a time of stability in Japan. The urban centers of Japan thrived, and people had greater access to wealth and education. There was an explosion of popular literature and performances, many of which influence today's pop culture. We will read representative works from the Edo period, including ghost stories, puppet and kabuki plays, haiku, and comic fiction. The course will be primarily discussion-based. Writing assignments will include a creative writing option. The course has no prerequisites and does not require Japanese knowledge.

Offered: Fall.

JAPN 200 - Advanced Japanese I (1)

Nozaki

Increasing emphasis on written Japanese, with acquisition of an additional 160 kanji characters.

Prerequisite: 140, or consent of instructor. Offered: Fall.

JAPN 205 - Topics in Japanese Linguistics (1)

Kamiya

This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language.

Prerequisite: 110, Anthropology 201 or consent of instructor. Crosslisted as: LING-205. Offered: Spring.

JAPN 220 - Advanced Japanese II (1)

Omori

Continuation of Advanced Japanese I, with guided practice in reading modern texts with acquisition of additional 250 kanji characters.

Prerequisite: 200, or consent of instructor. Offered: Spring.

JAPN 230 - Morphology and Syntax (1)

Masaaki Kamiya

This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax

play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary.

Crosslisted as: LING-230. Offered: Spring.

JAPN 255 - The Languages of East Asia (1)

Kamiya

Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary.

Crosslisted as: LING-255.

JAPN 260 - Place, Memory, and Empathy: Japan and Its Others (1)

Kyoko Omori

Focusing on Japan as a point of reference, this course will consider how the notion of "place" gets constructed through human emotions as something more than just a set of geographical coordinates. Examining a range of literary works and films, we will study how "Japan" has been imagined, constructed, and remembered in the 20th century through storytelling. Topics to be covered include Japan's imperialism in Asia, Hiroshima/Nagasaki, Vietnam War, minorities in Japan, and anime. Taught in English. No prior knowledge of Japan is required. Open to Sophomores, Juniors, and Seniors only.

Offered: Spring.

JAPN 298 - Field Study in Japan: Place, Memory, and Empathy (0.25)

Omori

Focusing on Japan as a point of reference, this spring recess field study will consider how the notion of "place" gets constructed through human emotions. Students will take basic language and culture sessions at Doshisha Univ in Kyoto, as well as visit locations of historical, cultural, or political significances in Kyoto and Hiroshima. After the trip, students will upload to a digital archive the stories of the places they studied. Concurrent registration in JAPN260 required. A quarter credit course.

Offered: Spring.

200-300

JAPN 219/319 - Language Acquisition (1)

Kamiya

Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English.

Prerequisite: For those taking 319, consult with the instructor. Crosslisted as: LING-219/319. Offered: Fall.

JAPN 239/339 - Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z (1)

Omori.

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film.

Crosslisted as: LIT-239. Offered: Spring.

JAPN 240/340 - Women writing the self: 1000 years of Japanese autobiographical women's writing (1)

The Department

This course examines literature by women in Japan from the 9th to the 20th centuries. Women have written about their own feelings and experiences since the Heian period -- we will read diaries, fictional stories, and poetry in which women express their desires, sorrows, joys, and regrets. We will discuss the historical context of the works, what role gender plays in production and consumption of the texts, the nature of autobiographical writing, fiction vs. nonfiction, and other issues. Taught in English. No Japanese knowledge is necessary.

Prerequisite: Prerequisite for the 300-level only: Any one course from the following: Literature, Asian Studies or Japanese, or consent of the instructor. Crosslisted as: LIT-240/340. Offered: Spring.

JAPN 356 - Introduction to Japanese Film

Omori

This course traces the history of one of the world's most

innovative film industries. Since the early 20th century, Japanese filmmakers have experimented with and improved upon cinema. Their work has been influential not only in Japan but throughout the world. From the drama of early silent movies to anime, we will cover some of the "greatest hits" of Japanese film, whether widely popular or critically acclaimed. This exploration of cinema in Japan will offer both a new perspective on cinema itself as well as an opportunity to view the genre's development in a specific cultural context.

Prerequisite: Any course in Cinema and Media Studies, Asian Studies, or Japanese, or consent of the instructor. Crosslisted as: CNMS-356.

JAPN 401 - Selected Readings in Japanese (1)

Omori

Reading in modern literary and non-literary texts and mastery of the remaining kanji characters on the joyo kanji list. Through advanced-level reading of original texts and in-depth discussion, students focus on topics such as Japanese literature, film, culture and linguistics. This course also accommodates and guides senior theses.

Prerequisite: 220, or consent of instructor. Offered: Fall.

JAPN 402 - Japanese Textual Analysis and Translation (1)

Omori

Designed for students who want to achieve near-native proficiency in all four skills in Japanese language. Particular attention given to translation of literary and other texts. This course also accommodates and guides senior theses. Course conducted in Japanese.

Prerequisite: 401, or consent of instructor. Offered: Spring.

JAPN 550 - Senior Project

The Department

A research project using sources in Japanese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Japanese language through culture study in upper-level coursework and/or study abroad. Prerequisite, Limited to senior Japanese concentrators.

Prerequisite: Limited to senior Japanese concentrators. Offered: Fall, Spring.

LATIN-Latin

LATIN 110 - Elementary Latin I (1.00)

The Department

An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. No knowledge of Latin required.

Offered: Fall.

LATIN 120 - Elementary Latin II (1)

Haley

Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review.

Offered: Spring.

LATIN 210 - Intermediate Latin: The World of Ancient Rome

Department

Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial.

Prerequisite: knowledge of elementary Latin.

LATIN 340 - The Roman Hero (1)

The Department

Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world.

Prerequisite: any 200 or 300 level Latin course. Offered: Spring.

LATIN 350 - The Roman Historians (1)

The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians.

Prerequisite: any 200 or 300 level Latin course. Offered: Fall.

LATIN 360 - The Literature of Love and Desire (1)

A. Koenig

Readings, in the original Latin, from the love poetry of Catullus, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman influence of subsequent notions of love and erotic poetry.

Prerequisite: any 200 or 300 level Latin course. Offered: Fall.

LATIN 370 - Letters, Society and History (1)

Haley

Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history.

Prerequisite: knowledge of intermediate Latin.

LATIN 390 - Topics in Roman Society and Culture (1)

The Department

Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit.

Prerequisite: any 200 or 300 level Latin course. Offered: Spring.

LING-Linguistics

LING 100 - Introduction to Linguistics (1)

Masaaki Kamiya, Chaise Ladousa

This is a gateway course for the study of linguistics and is meant to provide students with an introduction to a wide range of topics in the field (phonology, morphology, syntax, semantics, sociolinguistics, and language acquisition). By examining these topics, students will explore the relationship between language and the mind, and language and society. Those who plan to minor in linguistics are encouraged to enroll in this course.

Offered: Fall.

LING 201 - Linguistic Theory: A Brief History (1)

Department

A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; evolutionary, structural and generative approaches to the analysis of language.

Prerequisite: 126, 127 or consent of instructor. Crosslisted as: ANTHR-201. Offered: Spring.

LING 205 - Topics in Japanese Linguistics (1)

Kamiya

This course explores Japanese phonetics, phonology, morphology, syntax and semantics. Students will compare Japanese with English and examine universal perspectives of language.

Prerequisite: 110, Anthropology 201 or consent of instructor. Crosslisted as: JAPN-205. Offered: Spring.

LING 225 - Phonetics and Phonology: The Analysis of Sound (1)

Department

How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis.

Crosslisted as: ANTHR-225. Offered: Spring.

LING 230 - Morphology and Syntax (1)

Masaaki Kamiya

This course explores the relationship between word formation and sentence formation by examining English and Japanese grammar (and, to a certain degree, that of other languages). Ultimately, both morphology and syntax play important roles in the interpretation of sentences. No previous linguistics background or Japanese language background is necessary.

Crosslisted as: JAPN-230. Offered: Spring.

LING 234 - Communication and Culture (1)

Mariam Durrani

In this course, we will examine the role that communicative processes play in shaping common conceptions of the world and in facilitating forms of social organization through which people experience everyday

life. This course offers an introduction to the foundational relationship between language and culture by examining anthropological approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language.

Prerequisite: Anthropology 113. Crosslisted as: ANTHR-234. Offered: Spring.

LING 237 - Indigenous Heritage Language Revitalization (1)

Meredith Moss

Examines language endangerment and revitalization programs around the world. Analyzes the practices of more and less successful programs including Maori, Hawaiian, and Navajo, as well as the roles of technology and social media in grassroots language revitalization.

LING 255 - The Languages of East Asia (1)

Kamiya

Examines Chinese, Japanese and Korean as well as other languages found in East Asia. Topics include the syntactic (possible word order, inflections, particles, and combinations of all of them) and phonological structures (phoneme, pitch vs. tone, sound patterns) of these languages; the relationships of the languages to each other; differences and similarities of these languages from the universal point of view; the geographical, social and historical settings. No knowledge of any Asian language necessary.

Crosslisted as: JAPN-255.

LING 257 - Language, Gender and Sexuality (1)

LaDousa

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression.

Prerequisite: one course in anthropology or consent of instructor. Crosslisted as: ANTHR-257, SOC-257, WMGST-257. Offered: Fall.

LING 264 - Ethnography of Literacy and Visual Language (1)

Ladousa

Theory and analysis of communication and meaning in social and cultural context with particular attention devoted to the often-neglected aspects of literate communication.

Prerequisite: 113, 114, 115, 126, 127, or 201, or consent of instructor. Crosslisted as: ANTHR-264. Offered: Fall.

LING 270 - The Ethnography of Communication (1)

LaDousa

Theory and analysis of communication and meaning in social and cultural context.

Prerequisite: 113, 114, 115, 126, 127 or 201, or consent of instructor. Crosslisted as: ANTHR-270. Offered: Fall.

200-300

LING 219/319 - Language Acquisition (1)

Kamiya

Examines interface phenomena between pragmatics and language acquisition. Students will learn theoretical issues of semantics/pragmatics and the theory of the first language acquisition. Target languages to examine various phenomena are Chinese, Japanese, Korean and English.

Prerequisite: For those taking 319, consult with the instructor. Crosslisted as: JAPN-219/319. Offered: Fall.

LING 303 - Agency and Voice

Chaise LaDousa

What are the possibilities of action? Of recognition? This course explores the ways that anthropologists have drawn from the humanities and the social sciences to attempt to answer these questions. Particularly important is work by Peirce and Bakhtin. Neither of these scholars engaged in anthropological methods and, yet, anthropologists have found in their ideas much guidance for thinking about the circulation of culture and the possibilities and predicaments of participation. This course will engage with ethnographic applications.

Prerequisite: Ling 100, Anthr 113, or consent of instructor. Crosslisted as: ANTHR-303.

LIT-Literature

LIT 117 - Interpretation and Self-Knowledge

Thickstun

Interpretation and Self-Knowledge: "Till this moment I never knew myself" In this section, we will look at texts in which characters work to interpret the world in which they live and come to some self-understanding in the process. Reading their stories, we too will face questions of interpretation as we try to make sense of the fictional worlds before us. Texts include Austen's Pride and Prejudice, Dickens's Great Expectations, Nella Larsen's Passing, Dai Sijie's Balzac and the Little Chinese Seamstress, and N. K. Jemison's The Fifth Season; stories by writers such as Edith Wharton and Chitra Banerjee Divakaruni.

LIT 118 - Food in Literature and Film (1)

Guttman

Always a necessity and sometimes a luxury, food connects all people to the planet and to one another. This course will explore how authors and filmmakers use food and cooking in their works as a means of exposing complex social relationships, histories, and identities. The list of authors we may read includes Laura Esquivel, Aimee Bender, Isak Dinesen, Franz Kafka, MFK Fisher, Ruth Reichl, and many poets. We will also look at films such as *Big Night*; *Eat, Drink, Man, Woman*; and *Ratatouille*.

Prerequisite: Open only to first-year students who have not taken a 100-level course. Offered: Fall.

LIT 119 - Literature as/of medicine (1)

Oerlemans, Onno

Writers from Longinus to Toni Morrison believe that literature itself can heal, that it can make us better, and is itself a kind of medicine. In this course we will examine this idea in poetry, novels, plays, and non-fiction, in the context of representations of the lives of doctors and patients, medical history and theory, and disease. Texts include works by Chaucer, Shakespeare, Mary and Percy Shelley, Kafka, Sontag, Amis, and Gawande.

LIT 120 - Introduction to the History and Theory of Film (1)

MacDonald

A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres, and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, with the cinematic apparatus and ongoing theoretical conversation about cinema and its audience.

Crosslisted as: ARTH-120, CNMS-120. Offered: Fall.

LIT 123 - Days of a Future Past (1)

Odamtten

Reading a variety of works that may be described as fantastic or speculative and written by authors from different cultures, we shall discuss and write about these texts in order to develop and improve students" critical reading, thinking, and writing skills.

Offered: Fall.

LIT 124 - The Literary Animal (1)

Oerlemans

Humans have always been deeply interested in animals, and literature reflects this interest in many ways. We'll examine the complexity of representing animals in literature by reading poetry, novels, and plays that reflect the human/animal divide, imagine being animal, or use animals as symbols. We'll also discuss how these texts reveal philosophical and moral issues that arise from our relationships with animals. Texts include Swift's *Gulliver's Travels*, London's *Call of the Wild*, and Barbara Gowdy's *The White Bone*. We'll also read a range of poetry.

LIT 125 - Monsters (1)

Hall

A focus on monsters and the monstrous in literature. Readings will include *Beowulf*, *Frankenstein*, *Dracula*, stories by Poe and Angela Carter, a selection of poems, and the movie *Aliens*. Throughout the semester, we will question what makes something monstrous and how monsters function in literature and culture. We will also examine how monsters intersect with the categories of gender, race, sexuality and class.

Offered: Spring.

LIT 127 - Medieval Monsters and Marvels

Katherine Terrell

This course will study medieval Britain through its monsters, asking how these aberrant figures manifest the deepest fears and desires of their authors. From Arthurian legends through the world of the Crusades, supernatural figures like fairy lovers, evil giants, loyal werewolves, and cannibal kings negotiate English conceptions of gender, race, and nation. Texts (in modern English translation) may include *Beowulf*, the *Lais* of Marie de France, *Sir Gawain and the Green Knight*, *Sir Orfeo*, the *King of Tars*, *Mandeville's Travels*, and *Richard Coeur de Lion*.

Crosslisted as: MDRST-127.

LIT 128 - American Ghosts

Anne Valente

Why do we tell ghost stories, and what role do ghosts play in American history and literature? This course will explore the ghost narrative in short fiction, novels and film. We will examine what ghosts express in U.S. literature and culture, how they unearth our understanding of American history, and how ghost stories intersect with gender, race, sexuality and class. We will read works by Shirley Jackson, Toni Morrison, Carmen Maria Machado, Viet Thanh Nguyen, Jesmyn Ward and Louise Erdrich, among others. Students will engage in close reading and textual analysis and will write four full-length essays. (Genre)

LIT 129 - Law and Justice, The American Way (1)

Larson

It is assumed that one purpose of law is to seek justice, and the US touts itself as a nation of laws. Yet many American literary texts describe legal decisions and systems that result directly in injustice or allow unjust practices. We will read and question texts that address the peculiarly American factors that shape law and common notions of justice, including work by Hawthorne, Thoreau, and Baldwin, as well as lesser-known writers who experienced slavery, imprisonment, or internment.

Offered: Fall.

LIT 108 - Black Noir and Horror

Vincent Odamtten

An introduction to Mystery, Crime, Suspense and Horror fiction and their visual representations by African American creatives. Students will engage in a critical examination of the ways in which these genres evolved from the antebellum period to the twenty-first century. Students will read works by such authors as Frank Webb, Charles Chesnutt, Pauline E. Hopkins, Chester Himes, Ann Petry, Ishmael Reed, Walter Mosley, Paula Woods, Jordan Peele, P. Djeli Clark and Tananarive Due. First Years and Sophomores Only. (Genre).

Crosslisted as: AFRST-108.

LIT 131 - The Experience of Reading: Books as Stories, Books as Objects (1)

Thickstun

Consideration not only of stories in books but also the representations of readers and reading within them and about the cultural and physical experience of reading. How have attitudes toward reading changed over time? Works by Bunyan, Franklin, Blake, Austen, Alcott, Stevenson, Haddon, Creech. Workshops using Hamilton's Rare Book and Book Arts collections and manual printing press.

Offered: Spring.

LIT 133 - Apocalypse Now and Then

Ngo

End of days, end of empire, end of the world as they knew it--a focus on the apocalyptic in literature. We will examine how selected writers envision the end, whether it be on a personal or pandemic scale, and how the anxieties and issues of their times influenced those visions. We will also work on shaping our own definition of apocalyptic, examining how each text falls within or outside the mainstream definition.

Offered: Fall.

LIT 136 - Performing Revenge (1)

Stephanie Bahr

Explores literature & film of 3 cultures fascinated by spectacles of revenge: Ancient Greece, Renaissance England, contemporary Hollywood. In these works, murder, mutilation, cannibalism, torture, and rape not only motivate revenge, but become its means. Is this only fitting or a gross paradox? What is the morality of vengeance-taking or its relationship to justice? What are the consequences for the individual and society? Texts include The Oresteia; Medea; The Spanish Tragedy; Titus Andronicus; The Duchess of Malfi; Arden of Faversham; The Crow; Sweeney Todd; Kill Bill.

LIT 138 - The Road Trip in American Literature (1)

Anne Valente

The road trip in American literature and film symbolizes freedom and self-determination. This course examines and deconstructs the mythology of the road trip by asking who gets to share that freedom through critical analysis of how these narratives intersect with race, gender, class, sexuality and ability, as well as with environment. We will discuss canonical texts by authors such as Mark Twain and Jack Kerouac, as well as newer ones by people of color such as Sherman Alexie, Eddy Harris and Jade Chang, and films such as Thelma and Louise and The Fundamentals of Caring.

LIT 139 - Dream/Life (1)

Benj Widiss

An examination of narratives about dreams and of those that use dream-logic to present aspects of waking life. We'll ask why and how certain stories lend themselves to dreamy forms. We will pair our analysis of literary and cinematic texts with theoretical accounts of dreaming form and function. We will also keep dream journals, in order actively to explore the challenges and the rewards of attempting to convey our solitary dreamscapes to others.

Offered: Spring.

LIT 140 - Renaissance Outsiders (1)

Stephen Schillinger

From artists to utopian dreamers to iconoclastic peasants, the sixteenth and seventeenth centuries are teeming with marginalized people radically reimaging the terms of their own self-identity and rethinking the relationship between selfhood and the larger culture. As an interdisciplinary conversation, this course explores issues in literary, art and cultural history through the study of texts that expose and even help create a changing sense of selfhood in the early modern period.

Offered: Fall.

LIT 145 - Literature and/of Empowerment (1)

Steven Yao

Literature has always played important roles in the cultivation of personal, social, and political empowerment. This course explores a range of debates surrounding literature as a means of individual and group empowerment, issues including the cultural politics of representation; the dynamics of different forms of literary address such as testimony, protest, narrative, and abstraction; the construction of personal and group identity and difference; and writing as a tool for self empowerment.

Offered: Spring.

LIT 148 - Echoes and Encores: Repetition in Literature

Pavitra Sundar

An exploration of literary repetitions of different kinds, both within and across texts. How might the repetition of a single detail—an image, a character, even a phrase—yield multiple interpretations? What changes when a story moves from one genre, language, or cultural context to another? How are classics like Shakespeare's The Tempest or Valmiki's Ramayana rewritten to speak to contemporary concerns? Considering multiple "tellings" of a single story, we will probe concepts like originality, authenticity, homage, and plagiarism. Work by Chimamanda Adichie, Aimé Césaire, and Kamila Shamsie.

LIT 149 - Finding Identity (1)

Terrell

"Know thyself." Young people struggled with this injunction long before Hamilton adopted the motto. This course explores how young people in literature—from medieval tales of adventure through 21st c. graphic novels—attempt to define their own identity in relation to their families and societies. We'll explore how intersections of gender, sexuality, race, and culture come together in the construction of identity. Texts may include anonymous medieval works, as well as novels by Jane Austen, Alison Bechdel, Charles Dickens, Maxine Hong Kingston, and Art Spiegelman.

Offered: Fall.

LIT 150 - The Politics of Social (IN)Justice in the Detective Novel

Misah Rai

This course examines the politics of social (in)justice in both "popular" and "serious" works of literary suspense from England to Russia, to India and beyond. Using critical analysis, we will investigate how authors go beyond unearthing secrets, finding bodies, and attempting to right specific wrongs, and how detective fiction can sneakily address pressing political and social concerns of the day—race, class, gender, sexuality, ability etc.— in works that appeal to a broad popular audience. Texts include the canonical Wilkie Collins, Charles Dickens, Fyodor M. Dostoevsky, as well as the more contemporary

Boris Akunin, Yuri Herrera, Sheena Kamal, Kishwar Desai, Julia Phillips.

LIT 153 - Literature: What Is It Good For? (1)

Suzanne Taylor

Debates about the value of literature have long been tied to questions about its use. Literature has been praised—and condemned—as a source of pleasure, a medium for the transmission of knowledge, and a vehicle of personal expression. In order to determine why fiction matters, we will examine works that explore the power of literature to shape moral, social, and political realities, including philosophical manifestos, anti-slavery treatises, self-help manuals, and experimental novels. Works by Rousseau, Cugoano, Wollstonecraft, and George Eliot, as well as the film The Servant (1963).

Offered: Fall.

LIT 156 - Shakespeare and Film (1)

Bahr

Since the earliest days of silent film, William Shakespeare's works have been adapted on screen: hundreds of times in diverse settings from the Wild West to medieval Japan. After analyzing four Shakespeare plays, we will turn to film adaptations and their use of the formal elements of film, like editing and mise-en-scene. How have directors around the world re-imagined Shakespeare on screen? What is the effect of combining modern film language with Shakespeare's language? Texts and film adaptations of Titus Andronicus, Othello, Macbeth, and Much Ado About Nothing.

Offered: Fall.

LIT 201 - Afrofuturism and Other Dark Matters (1)

Odamtten

An introductory course primarily engaging the literary and other works of writers and artists concerned with the use of multiple genres and media to critique present-day realities and received partial histories of New World and global life through an Afro-diasporic lens. Emphasis will highlight the transdisciplinarity of these works. Students will read and examine the works of such writers and artists as Sutton Griggs, W. E. B. DuBois, Samuel R Delany, Octavia Butler, Tananarive Due, Vincent D. Smith, Sun Ra, Nalo Hopkinson, Jimi Hendrix, Jean-Michel Basquiat and Janelle Monae.

Offered: Spring.

LIT 202 - Afrofuturism and Other Dark Matters

Odamtten

An introductory course primarily engaging the literary and other works of writers and artists concerned with the use of multiple genres and media to critique present-day realities and received partial histories of New World and global life through an Afro-diasporic lens. Emphasis will highlight the transdisciplinarity of these works. Students will read and examine the works of such writers and artists as Sutton Griggs, W. E. B. DuBois, Samuel R Delany, Octavia Butler, Tananarive Due, Vincent D. Smith, Sun Ra, Nalo Hopkinson, Jimi Hendrix, Jean-Michel Basquiat and Janelle Monae.

Crosslisted as: AFRST-202.

LIT 204 - Poetry and Poetics (1)

The Department

This course examines how poems work: how they are constructed, and how they produce meaning, pleasure, and cultural value. We will study poetry in terms of prosody, conventions, history, genre, and reception, with the goal of teaching the essential skills of close reading and contextual interpretation. Readings are primarily from the traditions of poetry written in English.

Prerequisite: For first-years, one course in literature or a 4 or 5 on AP LIT or LANG. No prerequisite for upperclass students. Offered: Fall, Spring.

LIT 205 - Collecting Curiosities

Nhora Lucía Serrano

Why do people collect objects? What desires motivate this curatorial obsession across cultures? How does a collection reflect and shape society's socio-political relationship with wonder, power, gender, race, and language? It is no accident that many writers are fascinated by the objects and the collection into which they are (dis)placed. Students will consider collecting as a serious mode of thinking, writing, and practice by studying the *Wunderkammer* in art and literature. Analysis of works by Borges, Diderot, Benjamin, Mary Shelley, Angela Carter, Pamuk, and others will be combined with hands-on study of the Wellin Museum, Special Collections, and cabinets of curiosities. Digital Humanities projects.

LIT 206 - The Study of the Novel

The Department

Forms of prose fiction since the 18th century. Attention to

the primary structural features of the novel and the relations of narrative forms to social and historical contexts.

Prerequisite: One course in literature.

LIT 207 - Suffrage and Comics (1)

Nhora Serrano

Since the 19th century, editorial cartoons and comics have played a crucial role in illustrating enfranchisement across race and gender. This course examines US suffrage from 1800s magazine and newspaper culture to webcomics. We'll analyze representations of the 15th and 19th amendments, and how cartoons of Columbia, Uncle Sam, and Wonder Woman shaped depictions of citizenship and voting rights. Digital Humanities projects. Works by Keppler, Brinkley, Robbins, Alcaraz, Knight, and others.

Prerequisite: One course in Literature, American studies, or Art History. Offered: Fall.

LIT 208 - Literacy, Diversity, and Ideas of America (1)

Margaret Thickstun

This course explores the history of literacy in North America through autobiographical accounts of learning to read and the cultural contexts within which learning occurs. Works by Franklin, Douglass, Alcott, Wilder, Angelou, Rodriguez, and Erdrich; selected educational materials, such as primers, the Algonquian Bible, The Columbian Orator, poems educators hoped would create the American Melting Pot, and books targeted at children. Attention to access (or barriers) to reading affected by educational policies and laws, language of instruction, and the growth of libraries.

Offered: Spring.

LIT 210 - Modern and Contemporary Chinese Literature: Traditions and Modernities (1)

Wang

Since 1919, Chinese literature has played a decisive role in interactions between tradition and modernity. This course examines the development of Chinese literature against such interactions. Students will familiarize themselves with the most representative modern and contemporary Chinese literary works and gain a broad understanding of many modernity-related issues, including politics, culture, class, labor division, ethnicity, gender and sexuality.

Crosslisted as: CHNSE-210. Offered: Spring.

LIT 216 - Caribbean Literature in the Crucible

Odamtten

A critical overview of Caribbean literatures in the light of the complex legacies that have given rise to a body of creative work that seems to constantly fashion and refashion itself. Such literary recasting helps to communicate an intricate history of genocides, survival, exile, resistance, endurance, and outward migrations. Particular attention to writers such as Roger Mias, Martin Carter, George Lamming, Derek Walcott, Patricia Powell, Earl Lovelace, Paule Marshall and Michelle Cliff.

Prerequisite: One course in literature. Crosslisted as: AFRST-216.

LIT 217 - Introduction to U.S. Latinx Literatures (1)

Ambio, Marissa L.

Examines cultural production of representative U.S. Latinx writers primarily from the civil rights movement to present. The course explores Latinx writers' engagement with language, political status, race, gender, nationality, and generational markers to reveal both the fluidity and instability of the Latinx imaginary. Readings include autobiographical and biographical works, bildungsroman, memoir, historical novel and vignettes in an exploration of the self and one's relation to collective identity.

Crosslisted as: HSPST-217. Offered: Spring.

LIT 218 - Literatures of Witness

Larson

Witness literature is testimonial by individuals who have suffered injustice incurred not as a result of what they have done but of what they are, as in Holocaust and slave narrative. We will study this literature and ask how its definition might be adapted to an era that has seen wide growth in systems of police action. We will read classic witness texts, work by political prisoners and by 'common criminals': writers who have been convicted for violations of law but also challenge collectively experienced limits on life opportunities, such as those imposed by race, class, and/or gender.

Prerequisite: One course in literature.

LIT 221 - Introduction to Old English

Terrell.

Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through

the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation. Offered in alternate years.

Prerequisite: One course in literature. Crosslisted as: MDRST-221.

LIT 222 - Chaucer: Gender and Genre

Terrell

Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism.

Prerequisite: one course in literature or AP 4 or 5 in English. Crosslisted as: MDRST-222.

LIT 223 - Gender and Violence in the Middle Ages (1)

Katherine Terrell and John Eldevik

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc.

Prerequisite: One 100-level course in literature or history, or AP 4 or 5 in English or history. Crosslisted as: HIST-223, MDRST-223.

LIT 225 - Madness, Murder and Mayhem: Nineteenth-Century Russian Literature (1)

Bartle

Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. Not open to first year students.

Crosslisted as: RSNST-225. Offered: Fall.

LIT 226 - Oh Brave New World: Climate Change and Literature

Oerlemans

The question of what benefit literature can actually effect in the world has always been a vexed one. The question of what we can do in the face of anthropogenic climate change is equally complex. This course surveys mostly contemporary novels, memoirs, and poetry about climate and our relationship to the planet and our future, exploring the role literary texts might play in addressing the greatest crisis we face. We will necessarily also examine issues of social and environmental justice. Authors may include Octavia Butler, Margaret Atwood, Kim Stanley Robinson, Amitav Ghosh, Barbara Kingsolver, Bill McKibben, and others. (SSIH)

LIT 227 - Shakespeare

The Department.

This course is about developing the reading strategies to not only understand and enjoy Shakespeare's plays, but to read them in a complicated, critical way. While we will study plays spanning Shakespeare's career, the course will place a special emphasis on reading the plays attuned to how different genres (tragedy, comedy, romance, pastoral, history) are employed and explored. Additionally, we will read significant, complementary material about the culture and the theatre during Shakespeare's lifetime. (Genre) (History)

Prerequisite: One course in literature. No prerequisite for seniors. Crosslisted as: MDRST-227.

LIT 228 - Milton's Paradise Lost in context

Thickstun

Students will engage Paradise Lost, arguably the greatest epic poem in English, as it explores the nature of heroism, the difference between obedience and servitude, the appropriate use of the environment, the limits of knowledge, and the tension between individual moral agency and traditional ideas of marriage—not to mention space travel, battles between good and evil, and other features of science fiction. Attention to Milton's other works, including his impassioned defense of freedom of the press, and to other reworkings of the Genesis story.

Crosslisted as: MDRST-228.

LIT 229 - King Arthur: Myth and History (1)

Katherine Terrell

The legend of King Arthur and his knights has been appropriated to serve diverse creative and political agendas over the centuries. This course will look at its origins in early Welsh legend, its elaboration by historian Geoffrey of Monmouth, and its flourishing in the English and French literature of the Middle Ages. We will attend to the ways that different groups attempt to appropriate and shape it for their own ends. We will end with a consideration of Arthur's incarnations in the modern world, from Nazi propaganda to Monty Python.

Prerequisite: One course in literature. Offered: Spring.

LIT 230 - Bollywood Film (1)

Pavitra Sundar

The course charts a history of Bollywood, India's mainstream Hindi-language film industry. Although dismissed for its use of melodrama and song-dance sequences, Bollywood has long engaged with other global cinemas and critiqued social, cultural, and political trends. Readings and films span romances about gender and nation like Mother India (1957) and Chaudhvin Ka Chand (1960); the 1970s "angry young man" oeuvre and its later avatars, crime and terrorist films; diasporic family dramas like Kal Ho Naa Ho (2003); and crossover hits like The Lunch Box (2013) that address the globalized present.

Prerequisite: A course in literature or film. Offered: Spring.

LIT 231 - Flash Narrative (1)

Tina Hall

A hands-on examination of the tradition of very short stories, prose poems, and micro-memoir, including authors such as Lydia Davis, Robert Hass, Yasunari Kawabata, Julio Cortázar, Sejal Shah, Beth Ann Fennelly, Gertrude Stein, Harryette Mullen, and Maggie Nelson. Students will produce their own micro-narratives in the form of broadsides, chapbooks, and matchbooks stories on the letterpress.

Prerequisite: One course in Literature. Offered: Spring.

LIT 235 - Curating Prison Witness

Doran Larson

We will read a broad survey of incarcerated 20th and 21-first century writers. Books or selections by Jack London, Malcolm X, George Jackson, Angela Davis, Assata Shakur, etc.); readings will prepare students to work in groups in The American Prison Writing Archive, where they will glean subject-matter threads of their own devising. Students will curate multiple collections of subject-related essays and excerpts, framed by research in secondary literature. Curated collections will be made available in the digital holdings of Burke Library and potentially in other venues. Individual essays and regular group presentations required. Open to sophs, jrs, seniors. (History. Intermedia).

LIT 237 - Medieval Women: Writing and Written (1)

Katherine Terrell

How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). We will investigate how these texts both created and challenged gender roles in the Middle Ages.

Prerequisite: One course in literature; no prior experience with Middle English required. Crosslisted as: WMGST-237. Offered: Spring.

LIT 239 - Modern Japan: Japanese Culture and Society From A(-Bomb) to (Dragon Ball)Z (1)

Omori.

This course explores issues of imperialism, military conflict, pacifism, nuclear victimhood, foreign occupation, national identity, and social responsibility in 19th to 21st-century Japan. Materials include nonfiction, science fiction, poetry, war propaganda, novels, censorship documents, animé, and film.

Crosslisted as: JAPN-239/339. Offered: Spring.

LIT 241 - In Translation: North African Literature in France

Claire Mouflard

Introduction of North African diaspora in France through texts in translation. The course analyzes the roots of gender and religion-based stereotypes as they affect the Muslim population. It includes considerations on the History of North-African immigration in France; the aftermath of the French-Algerian War, as well as French secularism. Readings include novels and critical texts, online research, and films focused on the immigrant experience in

France. Taught in English. No knowledge of Arabic required.

Crosslisted as: frnch-241.

LIT 242 - Drama in Dialogue: from Ancient Greece to the 21st Century (1)

Bahr, Stephanie

This course explores a broad sampling of dramatic literature, from Ancient Greece to 20th century Nigeria, from medieval China to 19th-century Denmark. We will examine how playwrights in disparate times and cultures engage similar issues—familial ties and revenge, women's place in society, and the ethics of representation—and the ways that performance is an act of interpretation. Playwrights include: Aristophanes, Junxiang, de la Barca, Shakespeare, Ibsen, Wilde, Stoppard, Hwang, Soyinka.

Prerequisite: One course in literature. Offered: Fall.

LIT 246 - Modernist Asias / Asian Modernisms (1)

Steve Yao

A survey of the rise of "modern" literature as a global phenomenon across different national contexts (and languages), including the U.S. and Great Britain, China, Japan, and India, with particular attention to the transoceanic flow of ideas and people that helped to make up different literary responses to the spread of global modernity. Works by Ezra Pound, W. B. Yeats, and E. M. Forster; Lu Xun, Hu Shi, and Mu Shi Ying; Tani Joji, Kitasono Katsue, Yokomitsu Ri'ichi, Tanizaki Jun'ichiro, and Edogawa Rampo; Rabindranath Tagore and others. All readings in English (translation).

Prerequisite: One course in literature. Offered: Fall.

LIT 250 - Introduction to the History of the Book (1.00)

Thickstun and Goodwillie

How have books been constructed over time? How does the materiality of a particular book create its cultural meaning? What gets preserved, who has access to information, and who makes those decisions? Focusing on the rich materials in Hamilton's Special Collections, we will examine book history from all angles: from papyrus scrolls through the modern codex, the book trade, mechanisms for controlling and subverting knowledge, the construction of authorship, the social location of books. We will also use the college letterpress to set type, pull a press, and practice simple book-binding.

Crosslisted as: HIST-250. Offered: Fall.

LIT 253 - Evil in the Age of Enlightenment (1)

Suzanne Taylor

Eighteenth-century men and women of letters were preoccupied with the problem of evil: how can we reconcile the existence of evil with the existence of a benevolent God? If human nature is naturally moral, where do sin and cruelty come from? This course will study literary representations of illness, disaster, malice, and oppression in a range of genres to investigate how Enlightenment writers came to terms with the idea—and the everyday reality—of evil. Readings include Voltaire, Mary Jones, Marquis de Sade, Matthew Lewis, William Godwin, and Mary Shelley.

Prerequisite: One course in Literature.

LIT 254 - The Matter of Text (1)

Knauer, Thomas

This course will focus on exploring the material conditions of the texts we read and how those conditions affect how we receive and understand those texts. This course will involve hands-on projects ranging from handwritten, to letterpress, to digital typography, along with selected readings on the history and theory of text and typography. Students will be expected to actively explore their own relationships to both reading and writing as they work their way through the various technologies used to produce the written word.

Prerequisite: One course in literature.

LIT 255 - The Marrow of African-American Literature (1)

Odamtten

Exploration of how African-Americans, in the face of enslavement, exclusion and terror, produced literature expressing their identities and aspirations. In examining themes such as abduction, separation and resistance, students will assess the inscription of self on the emergent national culture by writers such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriet Wilson, Frances Harper, Sutton Griggs and Charles Chesnutt.

Prerequisite: One course in literature, or consent of instructor. Crosslisted as: AFRST-255. Offered: Fall.

LIT 256 - American Literature of the 19th Century (1.00)

Todd Carmody

Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnutt and James.

Prerequisite: One course in literature. Offered: Fall.

LIT 257 - Marx, Nietzsche & Freud. (1)

Franziska Schweiger

This course is an introductory study of key writings by Karl Marx, Friedrich Nietzsche, and Sigmund Freud, three authors indicating revolution of critical thought in the 19 th and early 20th centuries. The goal of this course is to develop a tool-kit for engaging with Critical Theory and contemporary discourses in the humanities and social sciences. We will investigate historical and philosophical foundations of key concepts such as "interpretation," "subject," "history," "society," "morality," and "aesthetics."

Offered: Fall.

LIT 260 - Human Identity and the Natural World (1)

Valente

In the age of climate change and industrialization, our relationship to landscape has often been characterized as contentious and destructive. But how has human language, perception, and identity been shaped – and how is it still being shaped – by the natural world? This course will examine the ways in which human beings still very much originate from their surrounding environments, from deserts and streams to the plants and animals of particular terrains. Readings will include works by Gloria Anzaldua, Terry Tempest Williams, Robin Wall Kimmerer, J. Drew Lanham and David Abram.

Prerequisite: A course in literature.

LIT 261 - Listen! Sound Histories and Imaginaries

Pavitra Sundar, Celeste Day Moore

This course thinks critically about sound, listening not only to sound recordings but to the resonances of silence, voice, and noise in literary and historical texts. How do sounds come to mean what they do? What happens when sonic concepts travel? How are the soundscapes of daily life, both past and present, structured by race, gender, class, and other social formations? How have writers and artists reconceptualized sound and music to contest hierarchies? We will study James Baldwin, Frantz Fanon, and Zora Neale Hurston, among others. Topics include the relationship of sound to built/natural environments; (de)colonization and the 'listening ear'; global, diasporic, and local soundscapes; and technologies of sound production and listening

Prerequisite: One course in Lit or Hist. Crosslisted as: HIST-261.

LIT 266 - U.S. Modernisms (1)

Widiss

Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to the 1950s. Attention to authors such as Ellison, Faulkner, Hemingway, Hurston, Stein, and Stevens.

Prerequisite: One course in literature, or consent of instructor. Offered: Spring.

LIT 267 - Literature and the Environment

Oerlemans

Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems.

LIT 278 - Stop Name of Love: Rethinking the Romance

Suzanne Taylor

A study of the ways in which literary works shape and are shaped by conventional beliefs about love and happiness. How do representations of romance serve aesthetic and political ends? How does fiction navigate the gap between truth (what is real) and desire (what is wished for)? Special attention to texts that reflect on the (sexual, psychological, and/or political) "abnormal." Readings will include theory as well as literary texts by such authors as Diderot, Sand, Austen, Wilde, and Moravia.

Prerequisite: One LIT course OR one WMGST course OR permission of the instructor. Crosslisted as: WMGST-278.

LIT 281 - Islands: Poetics of the Insular in World Literature

From idealized innocence to fear of the unknown, and through double meanings of isolation and connection, this

course focuses on islands in world literatures. Through writings that span the medieval, early modern and modern periods, the course uncovers complex meanings associated with islands and insularities. Focusing on the interplay between geography and imagination in literature, it raises questions about knowledge and uncertainty, spirituality and encounter, identity and difference, and empire and the nation, as well as conflicts between land and water, selfhood and otherness. Works include (but are not limited to) Huxley's *Island*, Sinbad's *Voyages*, Gurnah's *Gravel Heart*, Ibn Tufayl's *Hayy ibn Yaqzan*.

Prerequisite: Preference to students who had taken at least one WI course in the humanities--not a requirement though. Crosslisted as: ARABC-281 MEIWS-281.

LIT 283 - Introduction to Asian American Literature (1)

Yao

Examination of themes, forms, and history of literary production by people of Asian descent in the United States. We will survey translated and English-language works by Asian American writers of varying ethnic affiliations, including Chinese, Japanese, Filipino, Korean, Indian, and others. We'll explore how each writer negotiates a relationship with a particular cultural heritage, as well as confronts the racial, cultural, and political formations of the U.S.. Authors include Maxine Hong Kingston, Carlos Bulosan, John Okada, the Angel Island poets, and others.

Prerequisite: One course in literature. Crosslisted as: AMST-283.

LIT 285 - Detective Story, Tradition and Experiment. (1)

Peter Rabinowitz

Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others.

Prerequisite: One course in literature.

LIT 290 - Facing Reality: A History of Documentary Cinema (1)

MacDonald

The history of cinema as representation and interpretation of "reality," focusing on nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers" conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, nature film, direct cinema, cinéma vérité, the compilation film and personal documentary.

Crosslisted as: ARTH-290, CNMS-290. Offered: Spring.

LIT 293 - The Making of English (1)

Terrell

History of the English language from its origins in Old English to its present-day proliferation into World English(es). Particular attention to how the internal development of English (its sound system, syntax, grammar and vocabulary) relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Offered in alternate years.

Prerequisite: One course in literature, or consent of instructor.

LIT 295 - Literary CSI: Casebooks (1)

Odamtten

Through an introduction to literary theory, students will carefully examine and discuss a variety of literary texts by such writers as Toni Morrison, Kazuo Ishiguro, June Jordan, Carolyn Forche, Samuel Beckett, and Athol Fugard. In addition, students will communicate their insights in casebooks that examine the texts from multiple critical perspectives.

Prerequisite: One course in literature.

200-300

LIT 240/340 - Women writing the self: 1000 years of Japanese autobiographical women's writing (1)

The Department

This course examines literature by women in Japan from the 9th to the 20th centuries. Women have written about their own feelings and experiences since the Heian period -- we will read diaries, fictional stories, and poetry in which women express their desires, sorrows, joys, and regrets. We will discuss the historical context of the works, what role gender plays in production and consumption of the

texts, the nature of autobiographical writing, fiction vs. nonfiction, and other issues. Taught in English. No Japanese knowledge is necessary.

Prerequisite: Prerequisite for the 300-level only: Any one course from the following: Literature, Asian Studies or Japanese, or consent of the instructor. Crosslisted as: JAPN-240/340. Offered: Spring.

LIT 301 - Avant Garde: Cinema as Theory and Critique (1)

MacDonald

A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage.

Crosslisted as: ARTH-301, CNMS-301. Offered: Fall.

LIT 305 - The Rich and the Poor: Market Culture and the Novel in the Age of Empire -- Methods (1)

Suzanne Taylor

In-depth study of how new economic theories and practices in the 18th and 19th centuries shaped and were shaped by the novel form. We examine how novels helped readers adapt to a new commercial society born out of the industrial revolution and British Imperialism. Reading fictional representations of old, new, and hypothetical worlds, we examine how economic and cultural commerce transformed ideas about human nature and, by extension, institutions like education, marriage, and government. Authors may include Defoe, Adam Smith, Captain Cook, Quobna Ottobah Cugoano, Austen, Dickens, and Eliot.

Prerequisite: Three courses in Literature or permission of the instructor. Offered: Fall.

LIT 312 - Public Play--Performance in England, 1400-1642

Stephanie Bahr

Exploration of changes and continuities across time and genre in stage performance and production in England from the middle ages through Shakespeare, of overlapping political, religious, and social meanings of public play, performance, and spectacle. What is the difference between communal, amateur performance and the commercial London stage? How does perspectival staging redefine the relationship between audience members? How is the role of allegory transformed across centuries? Examination will deepen our understanding not only of dramatic practice, but of dramatic production more broadly.

Prerequisite: Three courses in Literature. Crosslisted as: MDRST-312.

LIT 313 - Ghanaian Literature: From Colony to Post-Colony (1)

Odamtten

Through a close examination of selected works by West African writers such as Kobina Sekyi, Casely-Hayford, Mabel Dove, Ayi Kwei Armah, Efua Sutherland, Ama Ata Aidoo, Kofi Awoonor, Atukwei Okai, Yaw Asare, Akosua Busia, Kofi Anyidoho and Amma Darko, students will examine how the Slave Castles, the Sankofa Bird and Ananse the Spider have shaped the manner in which Ghanaian writers portray their society.

Prerequisite: one 200-level course in literature (204, 205, 206 or 264 preferred). Crosslisted as: AFRST-313. Offered: Spring.

LIT 314 - The New Confessional (1)

Jane Springer

Sylvia Plath said "I, who reportedly write so truthfully about myself, so openly, am not that open." In this course we'll trace the ways poets have subverted and expanded our notion of what the confessional poem is, from its 1957 debut, (Robert Lowell's Still Life) to the 21st century. Readings will include Sylvia Plath, Anne Sexton, Audre Lorde, Adrienne Rich, John Berryman, Ntozake Shange, Sandra Cisneros, Afaa Weaver, Maggie Nelson, Sharon Olds, Judy Jordon, and Ocean Vuong, among others.

Prerequisite: One 200-level course in Literature. Offered: Fall.

LIT 315 - Literary Theory and Literary Study

Yao

In this course we will explore some of the main developments in literary and cultural "theory" during the twentieth and twenty-first centuries. Topics may include historicism, formalism, structuralism, deconstruction, Marxism, and feminism, theories of race, nationalism,

gender and sexuality, of materiality and the digital culture, ecocriticism and disability theory.

Prerequisite: a 200-level course in literature.

LIT 320 - Indians, Aliens, Others

Pavitra Sundar

The world is full of strange beings, some from outer space, others close to home. What leaps of imagination must we make to close the physical, cultural, philosophical, and linguistic gulf between "us" and "them"? How might encounters with "others" change our conceptions of self and our habits of thinking, feeling, and sensing? Readings include postcolonial and science-fiction texts by writers (and filmmakers) such as Octavia Butler, Ursula Le Guin, Indra Sinha, and Neill Blomkamp. Theoretical frameworks will span postcolonial, queer, and disability studies.

Prerequisite: A 200-level course in literature.

LIT 322 - Sankofa: Africana Futures and Beyond (1)

Odamtten

Sankofa is the "ancient proverbial Akan bird, constantly reaching back into the past even as it flies sky-bound into a future of great expectations" (Anyidoho). Even as colonial fantasies imagine Africa as the incarnation of the past, cultural and political movements in Africa and its Diasporas have found ways to cope with and resist colonial fantasies, imagining Black futures of national and global agendas. Readings and other media by Amos Tutuola, Nnedi Okorafor, Kojo Laing, Octavia Butler, Nalo Hopkinson, Samuel Delany, Steve Barnes, and Nisi Shawl.

Prerequisite: 1 200-level course in Literature or Africana Studies. Crosslisted as: AFRST-322.

LIT 323 - Medieval Other Worlds (1)

Terrell

From the spiritual realms of heaven and hell to the supernatural world of fairies, medieval culture was immersed in alternative and transcendent versions of reality. Explores medieval literature’s frequent forays beyond ordinary experience in Middle English works by the Pearl-poet, Chaucer, Malory and Langland, as well as anonymous romance and drama.

Prerequisite: one 200-level course in literature. Not open to first-year students. Offered: Spring.

LIT 327 - English Renaissance Literature: 1550-1660 (1)

The Department

Study of the ways works and writers of this period are "in conversation" with each other on such matters as love, death, religious belief, the human response to the natural world and the role of women (in society and as authors). Readings of poems and other works by such writers as Shakespeare, Spenser, Donne, Herbert and Mary Wroth.

Prerequisite: one 200-level course in literature. Not open to first-year students. Offered: Spring.

LIT 335 - The Romantic Poets-Methods

Oerlemans

The Romantic Period in English literary history has long been defined by the work of six male poets: Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. We will study their poetry in the context of form, history, and politics, and investigate how their work might be seen to form an ideology or movement. We will also read work by poets such as Barbauld, Clare, Burns, and Hemans, popular in their own day, but thought of as ‘minor’ subsequently, in order to evaluate how questions of gender and literary value inform our sense of what is ‘Romantic’.

Prerequisite: one 200-level course in literature.

LIT 336 - Experimental Women Writers (1)

Tina Hall

This course examines experimental women prose writers of the 20th and 21st centuries. We will consider how historical and cultural forces shape novels and stories by women who are committed to writing counter to tradition. Readings will include work by such authors as Gertrude Stein, Virginia Woolf, Zora Neale Hurston, Marguerite Duras, Kathy Acker, Jeanette Winterson, Carole Maso, Maggie Nelson, Claudia Rankine, Karen Yamashita, and others. We will engage these readings, in part, by creating our own critical experiments.

Prerequisite: One 200-level course in literature. Offered: Spring.

LIT 337 - Medieval Women and the Written Word--Methods

Terrell

How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan

lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). Attention to the origins of these texts as they both create and challenge medieval gender roles.

Prerequisite: A 200-level course in literature; no prior experience with Middle English required. Crosslisted as: WMGST-337.

LIT 339 - Global Shakespeare

Stephanie Bahr

How did Shakespeare respond to national & ethnic difference at "The Globe"; how have later writers from around the globe responded to Shakespeare's work? We will grapple with some of the darkest material in the Shakespeare corpus—rape, racism, misogyny, colonialism—and the real world violence it represents, then interrogate these plays" appeal to creators from Japan to the Caribbean, from India to New Zealand. If, as some have argued, Shakespeare and the Western canon have been tools of cultural oppression, then how might these global adaptations be read as acts of rebellion or liberation?

Prerequisite: 2 courses in literature.

LIT 341 - Seminar: Booked: Prison Writing (1)

Larson

Prisons have been the settings for scenes of tragedy, comedy, romance and social protest. While aware of this use of the prison as a literary device, we will read writers who have actually suffered incarceration. We will read European texts (e.g Plato, Bobby Sands), post-colonial prison writers (e.g. Chris Abani, Ruth First), and the work of men and women inside the American prison system. (Students who are 21 will visit a class run inside a local prison facility.) Prerequisite, two courses in literature. Maximum enrollment, 12. Larson.

Prerequisite: two courses in literature.

LIT 342 - Seminar: Written on the Wall: 20th- and 21st-Century American Prison Writing (1)

Larson

The writing of the men and women inside the American prison system constitutes a kind of shadow canon to that of better-known literary artists. We will read broadly in 20th- and 21st-century American prison writing, asking questions about the generic coherence, social and moral import of incarcerated people's non-fiction, fiction and poetry. Authors will include Jack London, George Jackson, Assata Shakur, and citizens serving time today. Students who are twenty-one or older will visit a book group inside a state prison.

Prerequisite: one 200-level course in literature. Crosslisted as: AMST-342. Offered: Fall.

LIT 343 - Women Writing Against the Grain

Adair, Vivyan

Advanced seminar connecting theories of identity focusing on race, class, gender and sexuality, with poetry, fiction, memoir and film. Drawing on feminist theories of Epistemology, Literary Representation, Intersectionality, Standpoint Theory/Situated Knowledge, Queer Theory, and Narratology we will read, discuss and write about *Life in the Iron Mills (1861)*; *The Story of Mattie J. Jackson (1866); To The Lighthouse (1927)*; *The Woman Warrior (1976); House on Mango Street (1984); Bastard Out of Carolina (1992)*; *Hunger; A memoir of (My)Body (2017)*, and the films *The Hours* and *Boys Don't cry*.

Prerequisite: One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. Crosslisted as: WMGST-343.

LIT 344 - 'earing Accent (Methods)

Pavitra Sundar

Everyone speaks with an accent. But where some people's speech is deemed "neutral," others are cast as "accented." Racialized and classed perceptions about language and fluency infuse literature as well as the realms of education, housing, employment, and immigration. How might we reframe "accent" such that it unsettles assumptions about linguistic identity and cultural worth? To what extent are accents visual, aural, and textual, not just oral? Course texts may include: My Fair Lady; Sorry to Bother You; episodes from The Simpsons and Modern Family; creative non-fiction, fiction, and poetry.

Prerequisite: A 200-level course in Literature, Africana Studies, or Women's and Gender Studies. Offered: Fall.

LIT 349 - American Scriptures--Methods (1)

Quincy Newell, Benj Widiss

Can a secular nation have sacred texts? How do writings achieve that status, and what results? We'll ask these questions of works dating from before the US's founding to the current day. We'll consider how and why groups have taken specific texts as authoritative and how these documents have shaped understandings of what it means to be human, live well, and be American, among other "big questions." Possible readings include essays, speeches, stories, and poems from the Declaration of Independence and The Book of Mormon to MLK's "I Have a Dream" and Beyoncé's performance of "Lift Every Voice."

Prerequisite: Two courses in Literature or Religious Studies, or consent of instructors. Crosslisted as: RELST-349. Offered: Fall.

LIT 353 - Anglo-American Modernism--Methods (1)

Yao

Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, James, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers.

Prerequisite: one 200-level course in literature. Offered: Spring.

LIT 356 - Women and the Enlightenment (1)

Taylor

This course explores women's relation to the intellectual and political culture of Enlightenment Britain. We will study how warring ideas about the rights of man shaped conceptions and representations of sexual difference and womanhood over the course of the long eighteenth century. Treating "woman" as a historical category will, in turn, help us to better understand the underlying assumptions and consequences of our own thinking about gender. Primary texts by Mary Astell, Mary Wollstonecraft, Austen, and Mme de Stael. Feminist scholarship by Nancy K. Miller, Nancy Armstrong, and Toril Moi.

Prerequisite: A 200-level course in literature. Offered: Spring.

LIT 368 - ''The Medium is the Message'': Reading Poetry in Print & Manuscript, 1300-1600. (1)

Bahr, Stephanie

In this course, we will read medieval and renaissance poetry not in tidy modern editions, but in its original contexts in manuscripts and early print—where doodles cover up transcription errors, love lyrics jostle storeroom inventories, and readers pass judgement in the margins. We will study how books were compiled, annotated, censored and even smuggled, and how these practices shaped literary production and reception. We will not only read Chaucer, Lydgate, Wyatt, Spenser, others, but will also produce editions and manuscripts of our own to discover: is the medium really the message?

Prerequisite: A 200-level course in literature. Offered: Spring.

LIT 374 - The Hollywood Novel (1)

Larson

A look at novels dealing with or set in Hollywood and at adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays.

Prerequisite: one 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377 or College 300. Offered: Spring.

LIT 375 - Contemporary American Fiction

Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, DeLillo, Mazza, Wideman, Anaya, Kingston, Proulx. (Genre or Theory). Open to sophomores, juniors, and seniors.

Prerequisite: 1 200 Level LIT Course.

LIT 376 - Africana Literatures and Critical Discourses. (1)

An examination of literature produced by writers of former European colonies in Africa and its Diaspora, with particular attention to literary and theoretical issues, as well as responses to such developments as Negritude, feminism and post-colonialism. Readings will include selected twentieth and twenty-first century writers. Assignments will involve both written and digital work.

Prerequisite: one 200-level course in literature. Not open to first-year students. Crosslisted as: AFRST-376. Offered:

Fall.

LIT 379 - Transnational Feminist Frames--Methods

Sundar, Pavitra

How are gender and sexuality figured in contemporary visual culture? This course seeks answers in the work of (women) filmmakers with South Asian and Iranian ties, including Ana Lily Amanpour (*A Girl Walks Home Alone At Night* [2014]), Gurinder Chadha (*Bend It Like Beckham* [2002]), Samira Makhmalbaf (*Blackboards* [2009]), and Sabiha Sumar (*Silent Waters* [2003]). Spanning national and regional borders, it examines contextual and formal challenges artists navigate as they probe the complexity of gendered lives. It asks how notions of gender, sexuality, and nation shape film form, and how form might be used to think anew about such social structures.

Prerequisite: A 200-level course in Literature, Women's and Gender Studies, or permission of the instructor.

LIT 380 - Ut Pictura Poesis: Contemporary Graphic Narrative

Benjamin Widiss

An exploration of form and innovation in the rapidly evolving medium of graphic narrative. Includes a study of comics" development through the 20th century and the myriad experiments in reportage and autobiography, as well as in long-form fiction, that increasingly characterize comics' endeavor. Readings in contemporary American literature and critical theory consider comics' shifting social and cultural status, as well as the particular purchase this hybrid representational form has on experience and cognition.

Prerequisite: one 200-level course in literature, American studies, art, art history or history.

LIT 385 - George Eliot: A Serious Woman (1)

Taylor, Suzanne

Mary Ann Evans, aka George Eliot, is one of a handful of women writers whose canonical status is undisputed. This course is an in-depth study of Eliot's writings that pays special attention to the intellectual and cultural debates that informed her work. Investigating how Eliot's fiction endorses, tweaks, and critiques nineteenth-century ideas about gender, class, science, empire, and aesthetics will help us to understand why writing novels was, for Eliot, a serious artistic and philosophical enterprise. Novels include Romola, Middlemarch, Daniel Deronda, and Impressions of Theophrastus Such.

Prerequisite: A 200-level course in literature.

LIT 391 - Queer/Feminist Literary Theory (1)

N. Rabinowitz

Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga.

Prerequisite: At least one course in Literature and/or Women's Studies, or consent of instructor. Crosslisted as: WMGST-391.

LIT 412 - Seminar: Public Plays Performance in England, 1400-1642 (1)

Stephanie Bahr

Exploration of changes and continuities across time and genre in stage performance and production in England from the middle ages through Shakespeare, of overlapping political, religious, and social meanings of public play, performance, and spectacle. What is the difference between communal, amateur performance and the commercial London stage? How does perspectival staging redefine the relationship between audience members? How is the role of allegory transformed across centuries? Examination will deepen our understanding not only of dramatic practice, but of dramatic production more broadly.

Prerequisite: Three courses in Literature.

LIT 413 - Truth, Desire, and the Ethics of Representation in the Enlightenment (1)

Suzanne Taylor

In the 18th century, pornography, philosophy, and fiction were regular bedfellows. Enlightenment writers used the pornographic mode—the art of explicit representation—to dissect, scrutinize, and critique the religious and political status quo, to present things both as they are and as they should be. How does a pornographic lens help us to see truths that might otherwise escape us? Who is harmed in this search for truth? Are representations of sex necessarily political? Readings will include Eliza Haywood, John

Cleland, Marquis de Sade, Mary Hays, and Matthew Lewis.

Prerequisite: three courses in literature. Open to juniors and seniors only. Offered: Fall.

LIT 415 - Seminar: Ambivalent Inheritance: Faulkner across the Americas (1)

Widiss, Benjamin

This course will trace lines of influence and revision running from William Faulkner through Latin American writing of the Boom generation to contemporary fiction in the United States. We'll consider the inheritance of biology and property; of guilt and promises and dreams; and of formal strategies, images, and tropes--and the ways in which negotiating those legacies becomes a means of negotiating the self's relationship with both society and history. Possible authors: W. Faulkner, G. García Márquez, J. Rulfo, C. Fuentes, J. Donoso, R. Ferré, T. Morrison, J. Eugenides, A. Bender, J.S. Foer

Prerequisite: 3 courses in literature. Offered: Spring.

LIT 418 - Seminar: Poems in and out of context (1)

Thickstun, M.

Poetry in the early modern era circulated in manuscript in particular controlled social contexts. How did poems survive, get into print? What is the difference between reading a poem in manuscript, in a collection, in an anthology? Attention to manuscript circulation, common-place books, and miscellanies, and the role of anthologies in canon formation after. Case studies: the Devonshire manuscript, Sidney and Shakespeare sonnet sequences, collections by Anne Bradstreet, Katherine Philips, and Edward Taylor, among others. Later examples, such as Dickinson, according to student interest.

Prerequisite: 3 courses in literature.

LIT 424 - Novel and Nation: Ulysses at 100

Steve Yao and Kevin Grant

Published in 1922, James Joyce's Ulysses continues to enjoy general acclaim as the "Greatest Novel" yet written in English. To mark the centenary of this landmark literary achievement, we will undertake in this joint seminar to test the validity and utility of such a claim by reading Joyce's encyclopaedic work in relation to its various social, historical, and cultural contexts. Particular attention will be paid to issues of colonialism, Irish nationalism, and the place of Ulysses in both the history of the novel and the history of literary criticism and theory. Yao (LIT) and Grant (HIST).

Prerequisite: Take 3 courses in Literature or 1 300-level History course. Crosslisted as: HIST-424.

LIT 428 - Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages (1)

Terrell

How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances, and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts.

Prerequisite: three courses in literature. Offered: Spring.

LIT 439 - Race and Nation in the Middle Ages (1)

Terrell

What did race and nation mean in the Middle Ages? We'll first examine English attempts to establish a unified national identity out of a history of invasion and colonization. We'll consider the role of Jews in England, as well as examples of Celtic resistance to English imperialism. Then we'll turn to writing that explores English identity in an international context, to see how real and imagined contact with other cultures—particularly during the Crusades—influences conceptions of nation, race, and identity. Genres include travel writing, drama, romance, and historical narrative.

Prerequisite: three courses in literature. Offered: Spring.

LIT 447 - Seminar: James Joyce (1)

Steven Yao

In-depth study of Joyce's major works in their historical and cultural contexts. Readings include *Dubliners* and *Finnegans Wake*, Major emphasis on *Ulysses*.

Prerequisite: three courses in literature. Open to juniors and seniors only.

LIT 459 - Seminar: TransAtlantic Romanticisms

Oerlemans

Exploration of Romantic ideologies in literature (poetry

and novels) from England and the United States. Discussion of nationalism, nature, individualism, and imagination as they appear in authors including Wordsworth, Byron, Scott, Cooper, Whitman, Dickinson, and Melville. Attention to the paradox of influence in asserting notions of national identity.

Prerequisite: three courses in literature.

LIT 461 - English and Its Discontents (1)

Pavitra Sundar

We will examine the politics of language, focusing on Anglophone contexts, probing colonial histories that underpin the global hegemony of English. How is the hierarchization of tongues marked in the sounds of language, in the valuation or denigration of accents? What do disciplinary formations of literary studies tell us about ongoing struggles over language? How do fields like translation studies, deaf studies, and sound studies complicate the study of English language and literature? Possible texts: Brian Friel's Translations, Amitav Ghosh's Sea of Poppies, Gloria Anzaldua's Borderlands.

Prerequisite: 3 courses in Literature.

LIT 465 - Faulkner and the South (1)

Widiss

Faulkner's major novels, published between the late 1920s and the early 1940s, trace his most impassioned struggle with the legacies of slavery, the enduring hierarchies of gender and class, and the rising specter of industrialization's destructive force. We'll explore the series of radical formal innovations Faulkner arrived at in order to convey these stories, and to convey the inextricability of one from the next—both in American society and in individual consciousness. Readings: Light in August, Absalom, Absalom, Go Down, Moses, and more.

Prerequisite: 3 courses in Literature.

LIT 473 - Seminar: Major African Writers

Odamtten

A general survey of contemporary African literature, and critical inquiry of selected works by major African writers such as Achebe, Aidoo, Dangarembga, Adiche, Sembene, Soyinka, la Guma and Gordimer. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences. Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only.

Prerequisite: three courses in literature or consent of instructor.

LIT 474 - Seminar: Major African-American Writers (1)

Odamtten

An in-depth investigation of selected 20th-century and contemporary works by African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences. Traditional written assignments, critical discussion and digital media coursework in the computer lab are required.

Prerequisite: three courses in literature. Offered: Spring.

LIT 496 - Seminar: Independent Projects (0.5)

Benj Widiss

This course provides students pursuing honors in Literature structured support for advanced research. Seminar sessions will explore the conceptual frameworks underlying various approaches to academic criticism, as well as pragmatic matters including research tools and methods, writing and revision strategies, time management, c. Students will share and critique one another's drafts.

Prerequisite: Permission of the department. Offered: Fall.

LIT 497 - Seminar: Independent Projects (1)

Widiss

In this seminar, students will pursue independent research projects culminating in a longer paper (25-35 pages)on a topic of their choosing. Seminar sessions will discuss strategies for organizing and drafting a longer paper, time management, the best ways to use research tools, and different ideas about how to revise; later there will be opportunities to share drafts and address issues that arise.

Prerequisite: Permission of the department. Offered: Spring.

LIT 502 - Honors Project in Literature (0.25)

The Department

Independent study for honors candidates in Literature.

Prerequisite: Approval of the department. 1/4 credit. Offered: Spring.

MATH-Mathematics and Statistics

MATH 113 - Calculus I (1)

The Department

Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. For students matriculating in 2013 or later, this course may not be counted toward the concentration or minor.

Offered: Fall, Spring.

MATH 116 - Calculus II (1)

The Department

116 F,S Calculus II – A continuation of the study begun in 113. Methods of integration, improper integrals, applications of integration to volume and arc length, parametric equations, sequences and series, power series, vectors, and an introduction to 3-dimensional coordinate systems with equations of lines and planes. Prerequisite, 113 or placement by the department. The Department.

Offered: Fall, Spring.

MATH 152 - Statistical Analysis of Data (1)

The Department

An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on statistical computer software and authentic data, with a focus on investigating issues of social, structural, and institutional hierarchies.

Offered: Fall, Spring.

MATH 216 - Multivariable Calculus (1)

The Department

Introduction to functions of more than one variable, partial derivatives, multiple integrals in two and three dimensions, line and surface integrals, Green's Theorem, curl, divergence, the Divergence Theorem and Stokes' Theorem. Prerequisite 116 or placement by the department. Not open to students who have taken 114. The Department.

Offered: Fall, Spring.

MATH 224 - Linear Algebra (1)

The Department

An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications.

Prerequisite: 116 or 216 or consent of instructor. Offered: Fall, Spring.

MATH 231 - Linear Optimization (1)

Cockburn

An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, sensitivity analysis and integer programming. Features applications to business, economics, transportation, health care and other areas.

Prerequisite: 224 is required; 216 is recommended. Offered: Fall.

MATH 234 - Counting and Codes (1)

Boutin

Topics include enumeration and error correcting codes. Enumeration methods are used to count objects with a given description (used to compute probabilities and to estimate computer program running times). Error correcting codes are used to identify and fix small transmission errors (used in MP3 players, DVDs, cable TV). For each topic we will look at the big ideas, and apply them to small cases.

Prerequisite: 224. Offered: Spring.

MATH 235 - Differential Equations (1)

The Department

Theory and applications of differential equations, including first-order equations, second-order linear equations, systems of equations, and qualitative and numerical methods.

Prerequisite: 224. Offered: Fall, Spring.

MATH 254 - Statistical Modeling and Applications (1)

The Department

A second course in introductory statistics with a focus on applications to real data using the statistical software R.

Topics include linear and logistic regression, analysis of variance, categorical data analysis, and selected topics in randomization and machine learning. Emphasis will be placed on interpretation and presentation of results.

Prerequisite: Math 152, 252 or Math 253; Econ 166, Pysch/Neuro 201, or Govt 230. Students who have a score of 4 or 5 in AP Statistics may enroll with the instructor's permission. May not be taken by students who have taken or are taking Econ 400. Offered: Fall, Spring.

MATH 304 - Topology (1)

Ceniceros

An introduction to point set topology, a foundational topic for much of modern mathematics. We will cover topological spaces, separation axioms, quotient spaces, compactness, connectedness, path connectedness, and homotopy. In the last part of the course we will cover the fundamental group, the most basic algebraic topological invariant.

Prerequisite: Math 314W. Offered: Spring.

MATH 314 - Real Analysis (1)

The Department

An introduction to analysis. Topics include completeness of the real numbers, cardinality, sequences, series, real-valued functions of a real variable, limits, and continuity.

Prerequisite: 116 or 216, and 224. Offered: Fall, Spring.

MATH 315 - Functional Analysis (1)

Kantrowitz

An introduction to functional analysis. Topics include metric and normed linear spaces, including sequence spaces, function spaces, Hilbert and Banach spaces; Fourier series, and bounded linear operators.

Prerequisite: 314 or consent of instructor. Offered: Spring.

MATH 318 - Complex Analysis (1)

Kantrowitz

An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory.

Prerequisite: 216 and 314. Offered: Spring.

MATH 322 - Graph Theory (1)

Cockburn

An introduction to the theory and applications of graph theory. Topics include: trees; connectivity; Eulerian and Hamiltonian graphs; vertex-, edge- and map-colorings; digraphs; tournaments; matching theory; planarity and Ramsey numbers.

Prerequisite: Math 224 or CS 123 or CS 230. Offered: Spring.

MATH 324 - Linear Algebra II (1)

Kantrowitz

A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces.

Prerequisite: 224. Offered: Spring.

MATH 325 - Modern Algebra (1)

The Department

An introduction to the three fundamental structures of abstract algebra: groups, rings and fields.

Prerequisite: 224. Offered: Fall, Spring.

MATH 335 - Differential Equations II (1)

LeMasurier

A continuation of 235, with emphasis on techniques for studying nonlinear dynamical systems. Topics include equilibria in nonlinear systems, bifurcations, limit sets, the Poincare-Bendixson theorem, strange attractors, discrete dynamical systems and symbolic dynamics.

Prerequisite: 235 and 314. Offered: Spring.

MATH 337 - Partial Differential Equations

Dykstra

Theory and applications of partial differential equations. Topics include separation of variables, Fourier series and transforms, and the Laplace, heat and wave equations.

Prerequisite: Math 224 and Math 235.

MATH 351 - Probability and Statistical Inference (1)

Bowman

An introduction to set-theoretic probability with

applications to mathematical statistics. Topics include probability spaces, discrete and continuous random variables, single and multivariate distributions, and limit theorems, leading into the mathematical theory of estimators, sampling distributions, confidence intervals, and hypothesis testing.

Prerequisite: Math 216 and an introductory statistics course which may be one of Math 152/252/253, Econ 166, Pysch/Neuro 201, or Govt 230. Students who have a score of 4 or 5 in AP Statistics may enroll with the instructor's permission. Offered: Fall.

MATH 352 - Statistical Theory and Computation (1)

The Department

Study of the mathematical theory underlying classical and modern techniques in statistics, including implementation and visualization in the statistical programming language R. Topics include linear models and regression, randomization and bootstrap, Monte Carlo methods and sampling, Bayesian statistics, and topics in applied statistical modeling.

Prerequisite: 224 and 351. Offered: Spring.

MATH 355 - Mathematics of Machine Learning (1)

Stone

An introduction to machine learning with a focus on the mathematics required to perform various algorithms. Topics include linear mappings, inner product spaces, orthogonality, matrix decompositions, gradients, supervised and unsupervised machine learning, principal components analysis, and artificial neural networks. Familiarity with rudimentary computer programming recommended.

Prerequisite: Math 216 and Math 224. Offered: Fall.

MATH 356 - Statistical Methods in Machine Learning

The Department.

This course covers statistical methods in machine learning such as decision trees, random forests and support vector machines The course will use a project-based approach to give students hands-on experience using these techniques by analyzing large and complex real-world datasets. More importantly, they will learn the statistical principles behind these procedures, such as loss functions, maximum likelihood estimation and bias-variance trade-off as well as why these principles matter in real world settings.

Prerequisite: MATH-254 or, with permission of the instructor, MATH-351 plus programming experience.

MATH 361 - Number Theory and Applications

Gibbons

Number theory is the study of the properties of the positive integers. Topics include divisibility, congruences, quadratic reciprocity, numerical functions, Diophantine equations, continued fractions, distribution of primes. Applications will include cryptography, the practice of encrypting and decrypting messages, and cryptanalysis, the practice of developing secure encryption and decryption protocols and probing them for possible flaws. Speaking Intensive.

Prerequisite: MATH-325 or consent of instructor.

MATH 363 - Differential Geometry

LeMasurier

Differential geometry is the study of geometric properties of curves, surfaces, and their higher dimensional analogues using the methods of calculus. This course is an introduction to the differential geometry of curves and surfaces in three dimensional Euclidean space. Topics include Frenet frames for curves, Gaussian and mean curvature, the first and second fundamental forms, geodesics, and Gauss's Theorema Egregium.

Prerequisite: MATH-216 and MATH-224W.

MATH 498 - Seminar on Mathematics in Social Context (0.5)

The Department

Examines the role mathematics plays in the construction and perpetuation of social stratification, as well as the influence of social categorization on the development of mathematics and mathematicians. Works such as *Hidden Figures* by Margot Lee Shetterly, *Weapons of Math Destruction* by Cathy O'Neil, and *Radical Equations: From Mississippi to the Algebra Project* by Bob Moses '56 may be included. One-half course credit. Open only to mathematics concentrators.

Offered: Spring.

MATH 502 - Senior Seminar in Mathematical Modeling (1)

Dykstra

The description of biological, physical, and social phenomena using the language of mathematics. Focuses

on the construction, analysis, and critique of mathematical models using a broad range of techniques.

Prerequisite: Math 235 or consent of instructor. Offered: Fall.

MATH 503 - Senior Seminar in Statistics (1)

Kuruwita

The goal of this seminar is to dig deeper into 3 main areas in statistics: 1. Multivariate statistical methods; 2. Nonparametric statistics; 3. Machine/Statistical learning. Students will learn the theoretical foundations of these tools, compare and contrast these methods in data analysis projects. Emphasis will be given to analyzing very large (and messy) datasets.

Prerequisite: Math 254 or Math 351 or Econ 266, or permission of instructor. Offered: Fall.

MATH 506 - Senior Seminar in Philosophical Foundations of Mathematics

Cockburn

The first two thirds of this seminar focuses on the set theoretical foundations of mathematics, including ordered sets, ordinal and cardinal numbers, and the classic set paradoxes. Students will be given definitions for which they must find examples and theorems for which they must find proofs. The last third of the course focuses on classic papers in the philosophy of mathematics by such authors as Bishop George Berkeley, Immanuel Kant, Georg Cantor, Bertrand Russell, Kurt Gödel and A. J. Ayer. Final paper required.

Prerequisite: Math-314W.

MATH 508 - Senior Seminar in Dynamics (1)

LeMasurier

Various topics from discrete dynamics are explored by working through a series of exploratory modules. Students work in teams and present their findings to the class. Topics include fixed points and their classifications, cycles and their classifications, fractal sets, sensitive dependence and chaos, symbolic dynamics and Sharkovskii's periodic point theorem.

Prerequisite: Math 314W. Offered: Fall.

MATH 510 - Senior Seminar in Applied Network Analysis (1)

Boutin

Our world is built of networks: the internet, social networks, transportation networks, communication networks, biological networks. Natural and useful question include "What makes a network robust?" "Can we predict where failures might occur?" "What can we do to slow propagation of viruses along a network?" This courses will cover abstract mathematical properties of networks that can help us answer these questions. These will be examined in the context of both theoretical and real world networks. Further, student groups will analyze and report on a real world network of their choice.

Prerequisite: Any 300-level course in mathematics, statistics or computer science. Offered: Fall.

MATH 511 - Senior Seminar in Linear Analysis

Kantrowitz

A capstone course that re-examines and extends some of the theory and applications of content from Calculus, Linear Algebra, and Real Analysis. Selected topics to include convex functions, Markov chains and stochastic matrices, predator-prey models, polynomial interpolation, inner product spaces, Fourier series. Emphasis on teamwork and student presentation.

Prerequisite: MATH-314 or permission of instructor.

MATH 513 - Senior Seminar in Knot Theory (1)

Ceniceros

An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields.

Prerequisite: Math 325. Offered: Fall.

MATH 525 - Senior Seminar in Computational Algebra (1)

Gibbons

An introduction to the intersection of algebra and computation. The course will feature applications to statistics, data analysis, and other fields. Sample advanced topics in algebra include commutative algebra, algebraic geometry, and homological algebra. In addition to presenting material to each other at the beginning of the course, students will complete multiple guided-inquiry projects throughout the semester. Some programming experience (or enthusiasm to gain programming experience) will be helpful for working through examples.

Prerequisite: Math 325. Offered: Fall.

MATH 551 - Senior Seminar in Applied Probability (1)

Bowman

An exploration of modern applications of probability theory, including topics such as stochastic approximation, random walks and Brownian motion, graphical models, information theory, and large deviations. Student groups will choose a topic to study in depth and apply probabilistic methods to solve original problems using the statistical programming language R.

Prerequisite: Math 351. Offered: Fall.

MDRST-Medieval and Renaissance Studies

MDRST 126 - Conquest of the Americas

Cooley.

This class follows the violent emergence of a new society in the Americas in the half-century from Columbus's encounter with the Caribbean in 1492 through Cortés's and Pizarro's lightning conquests of the Aztec and Inca Empires. It examines the interactions between indigenous peoples and Europeans in conjunction with Spain's moral crisis over the brutality of its own imperial regime. Analyzes primary sources (Spanish, indigenous, and mixed) and explores how historians make meaning out of the past by using texts, records of warfare, bodies, and the environment as sources of evidence.

Crosslisted as: HIST-126 HSPST-12.

MDRST 127 - Medieval Monsters and Marvels

Katherine Terrell

This course will study medieval Britain through its monsters, asking how these aberrant figures manifest the deepest fears and desires of their authors. From Arthurian legends through the world of the Crusades, supernatural figures like fairy lovers, evil giants, loyal werewolves, and cannibal kings negotiate English conceptions of gender, race, and nation. Texts (in modern English translation) may include *Beowulf*, the *Lais* of Marie de France, *Sir Gawain and the Green Knight*, *Sir Orfeo*, the *King of Tars*, *Mandeville's Travels*, and *Richard Coeur de Lion*.

Crosslisted as: LIT-217.

MDRST 138 - Sin

Sarah Griffis

Thinkers in antiquity disagreed about what acts or dispositions ought to be included in the category of wrongdoing, what the nature of sin was, and what, if anything, could be done about it. In this course we examine these conversations from antiquity. Most of our time will be spent on Greco-Roman sources from the first four centuries CE: the New Testament, early Christian apologists, martyr texts, sophists, legal historians, and philosophers. But part of our work will be understanding the legacy of thinking around sin that people in these centuries inherited. To that end, we will read about sin in the Hebrew Bible, a Greek tragedy, Aristotle, and Hellenistic Jewish writings.

Crosslisted as: CLASC-138, RELST-138.

MDRST 205 - Visual Culture of the Medieval World

Tillery

This course surveys the art and architecture of Europe during the Middle Ages from ca. 500-1400. We will focus on key artworks and monuments made and built in Europe from the Visigoths and Vikings to the Valois court, as well as examine cross-cultural interactions across religious and political boundaries in medieval Africa, the Arctic, and the Mediterranean. Students will develop an awareness of the production, function, and social context of medieval visual culture through the close study of architecture, manuscript, metalwork, mosaic, painting, sculpture, and textile. Despite our historical distance from the Middle Ages, we will also consider how medieval imagery remains relevant to our current visual world.

Crosslisted as: ARTH-205.

MDRST 220 - From Chant to Bach

Hamessley

Solo vocal and choral music of the Medieval, Renaissance, and Baroque eras from Gregorian chant to Bach. Topics include text expression through music, historical approaches to vocal compositional styles and performance practices (a cappella and accompanied), and responses to early music by later composers (Lauridsen, Whitacre, Respighi, Vaughan Williams, Britten, Orff, Pärt). Some consideration of the use of early music in film and television (*Lord of the Rings, Dangerous Liaisons, Shakespeare in Love, The Adventures of Robin Hood*, and *Game of Thrones*).

Prerequisite: Music-100, MUSIC-110, MUSIC-210, MUSIC-211, MUSIC-221, MUSIC-141/142, or consent of instructor. Crosslisted as: MUSIC-220.

MDRST 221 - Introduction to Old English

Terrell.

Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of Beowulf in translation. Offered in alternate years.

Prerequisite: One course in literature. Crosslisted as: LIT-221.

MDRST 222 - Chaucer: Gender and Genre

Terrell

Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus and Criseyde* and *The Canterbury Tales in Middle English*, as well as select medieval sources and modern criticism.

Prerequisite: one course in literature or AP 4 or 5 in English. Crosslisted as: LIT-222.

MDRST 223 - Gender and Violence in the Middle Ages (1)

Katherine Terrell and John Eldevik

This course serves as an introduction to the field of Medieval and Renaissance Studies. Drawing on multiple disciplinary perspectives, including those of literature, law, history, and art, we will examine the intersection of ideas about the body, gender, and violence in the European Middle Ages. Readings may include the Bible and early patristic writings; the lives of saints; poems and advice manuals on courtly love; depictions of women in the Crusades; Icelandic sagas; and perspectives on the trial of Joan of Arc.

Prerequisite: One 100-level course in literature or history, or AP 4 or 5 in English or history. Crosslisted as: HIST-223, LIT-223.

MDRST 225 - The Scientific Revolution: Making Knowledge in the Early Modern World

Barnet

Beginning in the Age of Encounters and ending with the Enlightenment, the course traces how the Scientific Revolution fundamentally changed the way we think about nature through key figures, including da Vinci, Copernicus, Kepler, Galilei, Bacon, Descartes, Newton, and Linnaeus. In addition to basic concepts and terminology in the history of science, students will read and analyze primary sources; think critically about how historians write history; evaluate the role of institutions and social customs in the creation of knowledge; and articulate historical arguments orally and in writing.

Crosslisted as: HIST-225.

MDRST 226 - Love/Death in Dante and Beyond

Cecily Cai

"Amor condusse noi ad una morte" (“Love led us to one death”). As Dante portrayed in the *Inferno*, the experience love is inseparable from death. Our journey begins with Dante’s memory of Beatrice retold and reimagined in *The New Life*—a work inspired as much by love as by death. When Dante reunites with Beatrice in *The Divine Comedy*, his understanding of love also evolved. How did this shift prompt him to twist the stories of great lovers as a near-death encounter? We will explore an array of literary variations on the theme of love and death from the Middle Ages to the contemporary world. In addition to investigating the rich literary tradition, we will also turn to works in music and the visual arts.

MDRST 227 - Shakespeare

The Department.

This course is about developing the reading strategies to not only understand and enjoy Shakespeare’s plays, but to read them in a complicated, critical way. While we will study plays spanning Shakespeare’s career, the course will place a special emphasis on reading the plays attuned to how different genres (tragedy, comedy, romance, pastoral, history) are employed and explored. Additionally, we will read significant, complementary material about the culture and the theatre during Shakespeare’s lifetime. (Genre) (History)

Prerequisite: One course in literature. No prerequisite for seniors. Crosslisted as: LIT-227.

MDRST 228 - Milton's Paradise Lost in context

Thickstun

Students will engage Paradise Lost, arguably the greatest epic poem in English, as it explores the nature of heroism, the difference between obedience and servitude, the appropriate use of the environment, the limits of

knowledge, and the tension between individual moral agency and traditional ideas of marriage—not to mention space travel, battles between good and evil, and other features of science fiction. Attention to Milton's other works, including his impassioned defense of freedom of the press, and to other reworkings of the Genesis story.

Crosslisted as: LIT-228.

MDRST 284 - Northern Renaissance Art

Tillery

This course explores the distinctive ways in which art was crafted and consumed in northern Europe during the age of Renaissance and Reformation. We will examine paintings and prints, propaganda and princely splendor, and carved altarpieces and ceremonial armor against the backdrop of both city and court, while considering issues of religious function, social use, and the economic history of the arts. The course also fosters a critical awareness of the methods of art history by drawing attention to scholarship on Northern art that has, in many ways, laid the foundations for modernity.

Crosslisted as: ARTH-284.

MDRST 312 - Public Play--Performance in England, 1400-1642

Stephanie Bahr

Exploration of changes and continuities across time and genre in stage performance and production in England from the middle ages through Shakespeare, of overlapping political, religious, and social meanings of public play, performance, and spectacle. What is the difference between communal, amateur performance and the commercial London stage? How does perspectival staging redefine the relationship between audience members? How is the role of allegory transformed across centuries? Examination will deepen our understanding not only of dramatic practice, but of dramatic production more broadly.

Prerequisite: Three courses in Literature. Crosslisted as: LIT-312.

MDRST 330 - Martyrdom in Antiquity

Sarah Griffis

The word "martyrdom" is a site of live debate about ethics, from religious extremist martyrs to the label "martyr complex." Who is willing to suffer, and for what? Is that willingness justifiable, pathological, or terrorism? Must one die, or is it enough to suffer?. Christians in antiquity also asked these questions in response to persecution under the Roman Empire, as well as in the centuries after. Others in antiquity too considered the difference between suicide and noble, voluntary death. We will analyze the phenomenon of martyrdom in antiquity through a variety of textual attestation.

Prerequisite: One course at the 200-level or above in RELST, CLASC or MDRST. Crosslisted as: CLASC-330, RELST-330. Offered: Spring.

MDRST 335 - Philosophy and Revelation: Maimonides' Guide of the Perplexed

Yonatan Shemesh

In this course students undertake a careful study of Moses Maimonides' Jewish-philosophical masterpiece, the Guide of the Perplexed. Class sessions will be devoted to analyzing the text and exploring the book's major philosophical and theological themes: the relation between science and religion, the nature of God, creation versus eternity, prophecy, divine providence and the problem of evil, law and politics, and the purpose of human existence.

Prerequisite: One course in RELST, PHIL, MDRST, or Middle East & Islamic World Studies. Crosslisted as: RELST-335. Offered: Spring.

MDRST 412 - Cultural and Racial Alterities in Premodern Spain

Luis Miguel dos Santos Vicente

This course examines the evolution of ideas about groups of people based on differences in religion, language, skin color, and other bodily features from the Middle Ages to the seventeenth century. The course follows an interdisciplinary approach that centers on literary representations along with artistic materials and historical documents. While focusing on the Christian perspective, the content highlights the interactions between Christians, Jews, and Muslims—who coexisted in the Iberian Peninsula throughout the Middle Ages—and their impact on the development of Spanish literature and culture. Readings include works from Alfonso X of Castile, Juan Manuel, Miguel de Cervantes, medieval travelers, and members of minority groups.

Prerequisite: 2 HSPST courses above 200/201. Senior concentrators in HSPST only. . Crosslisted as: HSPST-412.

MEIWS - Middle East and Islamic

World Studies

MEIWS 281 - Islands: Poetics of the Insular in World Literature

From idealized innocence to fear of the unknown, and through double meanings of isolation and connection, this course focuses on islands in world literatures. Through writings that span the medieval, early modern and modern periods, the course uncovers complex meanings associated with islands and insularities. Focusing on the interplay between geography and imagination in literature, it raises questions about knowledge and uncertainty, spirituality and encounter, identity and difference, and empire and the nation, as well as conflicts between land and water, selfhood and otherness. Works include (but are not limited to) Huxley's *Island*, Sinbad's *Voyages*, Gurnah's *Gravel Heart*, Ibn Tufayl's *Hayy ibn Yaqzan.*

Prerequisite: Preference to students who had taken at least one WI course in the humanities--not a requirement though.

MUSIC-Literature and History of Music

MUSIC 100 - The Art of Active Listening (1)

Passwater

A study of how to listen to music and get the most out of it. Consideration of approaches to listening to Western art music, film music, jazz, popular music, and selected gamelan and African musics. Focus on strategies of active listening and learning a vocabulary for discussing musical perceptions in various kinds of music. Does not include study of musical notation.

Offered: Spring.

100-200

MUSIC 114/214 - Black Voices in Song (1.00)

Botha

Explores the musical styles and cultural contexts of the vocal music of selected Black composers, arrangers, songwriters, and performers. Works include the Renaissance motets of Vincente Lusitano, cantatas of Samuel Coleridge-Taylor, African-American spirituals, gospel music, Motown Records' greatest hits, protest songs, non-idiomatic choral repertoire, and the music of artists such as Sister Rosetta Tharpe, Ella Fitzgerald, Nina Simone, Whitney Houston, Beyoncé, and Janelle Monáe. Topics include appropriation, identity, power, race, reception, religion, representation, style, and tokenism.

Crosslisted as: AFRST-114/214. Offered: Fall.

MUSIC 117/217 - Roots Music to Country Music: The Making of an American Sound

Hamessley

Study of country music from its roots in cowboy songs, fiddle tunes, blues, bluegrass, and gospel hymns to current artists like The [Dixie] Chicks, Taylor Swift, and Brad Paisley. Artists include the Carter Family, Hank Williams, Patsy Cline, Dolly Parton, Willie Nelson, Emmylou Harris, Lynyrd Skynyrd, & Garth Brooks. Study of the musical elements, social class, gender roles, and cultural contexts of styles such as Western Swing, Honky-Tonk, Rockabilly, the Nashville Sound, Southern Rock, and Alt-country. Includes films such as *Coal Miner's Daughter, Nashville*, and *O Brother, Where Art Thou?* No previous knowledge of music required. Music-217 has an additional independent project.

Crosslisted as: AMST-117/217.

MUSIC 118/218 - The Broadway Musical

Alex Bádue

An exploration of Broadway musical theater from its early forms to the present and the main conventions through which a variety of musical styles (from opera to hip hop) has been used to structure narrative. Topics include the impact of Broadway on American culture and how musicals reflect the time period in which they were created. Includes artists such as George M. Cohan, Rodgers & Hammerstein, Bob Fosse, Stephen Sondheim, Jeanine Tesori, and Lin-Manuel Miranda and musicals like *Showboat*, *Oklahoma!*, *West Side Story*, *Hair*, *Cabaret*, *A Chorus Line*, *The Phantom of the Opera*, *Rent*, *Wicked*, *Fun Home*, *Ain't Too Proud*, and *Hamilton*.

Crosslisted as: AMST-118/218 THETR-118/218.

MUSIC 160/260 - History of Jazz to the 1950s

Woods

A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz.

Crosslisted as: AFRST-160 AFRST-260.

MUSIC 162/262 - African-American Popular Music

Woods

A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists.

Prerequisite: one full-credit course in music. Crosslisted as: AFRST-162/AFRST-262.

MUSIC 201 - Music in Europe Until 1800 (1)

Hamessley

A study and analysis of major stylistic developments in Western music to from 800 to 1800, including the rise of notation and polyphony, the relationship between music and text, and the rise of opera and the symphony. Composers studied include Palestrina, Bach, Haydn, Mozart, and early Beethoven. Consideration of the influence of political, economic, technological, and cultural environments upon musical styles. This course has been replaced by Music 220 From Chant to Bach, and will not be offered again.

Prerequisite: Music 100.

MUSIC 202 - Music in Europe and America Since 1800 (1)

Hopkins

A study and analysis of major stylistic developments in Western music since 1800, including the rise of program music and nationalism, the dissolution of tonality, and the proliferation of styles in the last two centuries. Composers studied include Schubert, Wagner, Brahms, Debussy, Stravinsky, Bartók, Varèse, and Adams. Consideration of the influence of political, economic, technological, and cultural environments upon musical styles. This course has been replaced by Music 221 From Bach to Bartók, and will not be offered again.

Prerequisite: Music 100, 110, 210, or 211. Offered: Spring.

MUSIC 204 - The Sound of Silence: Music, Literature and European Modernity

Cecily Cai

This course explores the nature of silence in literature and music as a way to understand how sound, or lack thereof, came to shape modern Europe. We will discuss the history of silence as a philosophical concept, as a response to crisis, alienation and negation, gendered muteness, as well as the aesthetics of dissonance. Literary and musical selections include Boethius, Dante, Petrarch, Gaspara Stampa, Hugo von Hofmannsthal, Robert Musil, Arnold Schoenberg, Theodor Adorno, Eugenio Montale, Anna Banti, Alda Merini, Luigi Nono, Ingeborg Bachmann, George Steiner. Taught in English.

Crosslisted as: ITALN-204.

MUSIC 214 - Black Voices in Song

Botha

Explores the musical styles and cultural contexts of the vocal music of selected Black composers, arrangers, songwriters, and performers. Works include the Renaissance motets of Vincente Lusitano, cantatas of Samuel Coleridge-Taylor, African-American spirituals, gospel music, Motown Records' greatest hits, protest songs, non-idiomatic choral repertoire, and the music of artists such as Sister Rosetta Tharpe, Ella Fitzgerald, Nina Simone, Whitney Houston, Beyoncé, and Janelle Monáe. Topics include appropriation, identity, power, race, reception, religion, representation, style, and tokenism.

Offered: Fall.

MUSIC 220 - From Chant to Bach

Hamessley

Solo vocal and choral music of the Medieval, Renaissance, and Baroque eras from Gregorian chant to Bach. Topics include text expression through music, historical approaches to vocal compositional styles and performance practices (a cappella and accompanied), and responses to early music by later composers (Lauridsen, Whitacre, Respighi, Vaughan Williams, Britten, Orff, Pärt). Some consideration of the use of early music in film and television (*Lord of the Rings, Dangerous Liaisons, Shakespeare in Love, The Adventures of Robin Hood*, and *Game of Thrones*).

Prerequisite: MUSIC-100, MUSIC-110, MUSIC-210, MUSIC-211, MUSIC-221, MUSIC-141/142, or consent of instructor. Crosslisted as: MDRST-220.

MUSIC 221 - From Bach to Bartok (1)

Passwater

Instrumental music from the eighteenth, nineteenth, and first half of the twentieth centuries with an emphasis on orchestral works by composers such as Bach, Mozart, Beethoven, Schubert, Brahms, Mahler, Debussy,

Stravinsky, and Bartók. Attention also given to piano and chamber works, including music by women composers. Consideration of the history and development of musical instruments and the use of instrumental classical music in popular culture (as in the films *Apocalypse Now, The Shining, 2001: A Space Odyssey, Platoon*).

Prerequisite: Music 100, 110, 210, 211, 220, 141/142, or consent of instructor. Offered: Spring.

MUSIC 254 - Studies in World Music (1)

Hamessley

Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. Next offered in fall 2021.

Prerequisite: One course in music or consent of instructor. Offered: Fall.

MUSIC 259 - History of Jazz Since the 1950s (1)

Woods

A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz.

Crosslisted as: AFRST-259. Offered: Spring.

MUSIC 263 - Music, Science & Power

Halley Barnet

This course explores a new history of knowledge, power, and music in early modern Europe, by interpreting musical instruments not merely as tools of music and art, but also as tools of knowledge and power. Central themes will include the reciprocal relationship between technology and musical practice, the use of musical instruments as models in natural and human science, and the political dimensions of musical sound and rhythm. Students will explore the multiple roles and identities of musical instruments across Europe, using written, visual, and audible sources and employing scholarly perspectives from the history of science and science and technology studies (STS), the history of political culture, and musicology.

Crosslisted as: HIST-263.

200-300

MUSIC 245/345 - Music in American Film (1)

Hamessley

Examination of music in American film from silent films to the present with emphasis on the golden age of Hollywood. Topics include the development of musical conventions in film, different approaches of film composers (Steiner, Tiomkin, Rózsa, Herrmann, Newman, Bernstein, Williams), the meanings that music brings to film narratives. Includes films such as *Casablanca*, *The Adventures of Robin Hood*, *To Kill a Mockingbird*, *Of Mice and Men*, *A Streetcar Named Desire*, *Amadeus*, *The Shawshank Redemption*, *Oh Brother, Where Art Thou?* Special attention to Hitchcock films (*Psycho*, *Vertigo*, *Rear Window*).

Prerequisite: two courses, in any combination, in music, film, or literature. Crosslisted as: AMST-245/345. Offered: Spring.

MUSIC-Performance

MUSIC 103 - Performance, Ritual and Technology (1)

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: ART-103, DARTS-103, THETR-103. Offered: Fall.

MUSIC 113 - Introduction to Media: Integrated Media and Emerging Practices

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: DARTS-113 ART-113.

MUSIC 125 - Applied Music (0.25)

The Department

The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Half-hour tutorial for one-quarter credit. Based on evaluation of Satisfactory/Unsatisfactory. A fee is charged.

Prerequisite: consent of instructor. Offered: Fall, Spring.

MUSIC 126 - Applied Music (0.5)

The Department

The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit. Based on evaluation of Satisfactory/Unsatisfactory. A fee is charged.

Prerequisite: consent of instructor. Offered: Fall, Spring.

MUSIC 141/142 - Group Performance (0.25)

The Department

The study of music through performance in one or more of the following: Orchestra, Brass Lab, Woodwind Lab, College Choir, Masterworks Chorale, Jazz Ensemble, Jazz Improvisation, Percussion Ensemble, and Piano Ensemble. The College Choir and Masterworks Chorale will not meet in the Fall of 2020 due to the limitations COVID-19 places on the safe practice of choral music.

Prerequisite: consent of instructor. (Masterworks Chorale is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.). Offered: Fall, Spring.

MUSIC 225 - Solo Performance (0.25)

The Department

The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Half-hour tutorial for one-quarter credit. Students must participate in at least one public performance per semester. A fee is charged.

Prerequisite: consent of instructor. Offered: Fall, Spring.

MUSIC 240 - Performance, Ritual and Technology

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: ART-240, DARTS-240, THETR-240. Offered: Fall.

MUSIC 205 - Introduction to Media: Integrated Media and Emerging Practices (1)

Anna Huff

This course will serve as an introduction to digital technology in contemporary art making as it relates to interactivity, collaboration, and emerging practices. Emphasis will be placed on hands on experimentation and exploration across disciplines. We will cover installation art, web art, digital and time-based art, and immersive environments. Students will gain an overview of emerging digital practices, collaborative production strategies and correlations to social, aesthetic and theoretical issues. Other topics may include virtuality, performance, cyborgs, and network culture.

Crosslisted as: ART-205, DARTS-205. Offered: Fall, Spring.

MUSIC 226 - Solo Performance (0.5)

The Department

The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit. Students must participate in at least one public performance per semester. A fee is charged.

Prerequisite: consent of instructor. Offered: Fall, Spring.

MUSIC 231 - Media Strategies-New Frontiers in Storytelling

Anna Huff

This class will survey and create emergent and non -linear forms of storytelling using digital and hybrid tools. We will examine notions of narrative authority and hybridity in a digital age and think through different ways we might use technology to distill, break apart or reify modes of communication and visual metaphor. Discussion will push boundaries of traditional storytelling and consider connectivity, liveness and embodied presence. This course will draw on multiple forms of expression including but not limited to digital media, performance, sound, XR, web and network environments.

Prerequisite: DARTS 103, 205, or consent of instructor. Crosslisted as: DARTS-231, THETR-231. Offered: Spring.

MUSIC 241/242 - Advanced Group Performance (0.25)

The Department

The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), Hamilton Voices (Botha), Jazz Combo (Woods). In fall 2020, Hamilton Voices will explore the possibilities of Technology, Social Justice and Collaboration as a response to the limitations COVID-19 places on the safe practice of choral music. Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor.

Offered: Fall, Spring.

MUSIC 313 - Robot Musicals and Techno Opera: AI Advanced Workshop

Mercovich, A. and J. Larson

This class is an advanced workshop exploring possible uses of Artificial Intelligence in devised musical theater creation. Students will participate in community sourced and collaborative performance building, explore human/ technological interfaces, and discuss Artificial Intelligence, scores, algorithms and their potential to support improvisation, and theater creation. In addition, this workshop will establish the compositional framework for a work-in-progress AI techno opera; enrolled students are invited into this continuing process as active collaborators with the core team of artists. The class welcomes performers, computer programmers, musicians, technologists, and singers--anyone with an interest in cross-disciplinary collaboration.

Prerequisite: DARTS 231 or Permission of the instructor(s).

MUSIC 316 - Conducting (1)

Buchman

The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral).

Prerequisite: any 200-level full-credit music course. Offered: Spring.

MUSIC 326 - Advanced Solo Performance (0.5)

The Department

The study of music through lessons in voice, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, classical guitar, jazz/contemporary guitar, folk guitar, violin, viola, cello, and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department.

Prerequisite: successful completion of at least two semesters of Solo Performance, 110 or 210, and consent of instructor. Offered: Fall, Spring.

MUSIC-Theory and Composition

MUSIC 110 - Music Theory for Non-Majors (1)

Reenan (Fall); Botha (Spring)

An introductory survey of the most important aspects of music theory necessary for performing, interpreting, and composing music. Topics range from reading notes and rhythms to analyzing and formulating chord progressions. Study of basic musical structures of the Western classical tonal idiom ("classical" music) and contemporary popular music practices that have developed from that. No previous knowledge of music required.

Offered: Fall, Spring.

MUSIC 175 - The Physics of Musical Sound

B. Collett

An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from the nature of musical sound, units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Algebra will be used. Four hours of class/laboratory per week. May count toward a

concentration in physics.

Crosslisted as: PHYS-175. Offered: Spring.

MUSIC 180 - Basic Aural Skills (0.25)

Reenan

Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor.

Prerequisite: ability to read music in one clef. Offered: Fall.

MUSIC 181 - Basic Keyboard Skills (0.25)

Best

Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor.

Prerequisite: concurrent or previous registration in 210, 211, and consent of instructor. Offered: Fall, Spring.

MUSIC 210 - Theories of Music: Fundamentals and Chromatic Harmony (1)

Passwater

Intensive training in the elements of music, with an emphasis on the study of melody, intervals, chords, rhythm and meter, and basic musical forms. Special attention devoted to harmonic progressions and chromatic harmony. Regular written assignments, including computer assignments aimed to develop musicianship skills.

Prerequisite: the ability to read music in both treble and bass clefs, and basic knowledge of (1) key and meter signatures, (2) major and minor scales, and (3) simple rhythms. Offered: Fall.

MUSIC 211 - Theories of Music: Chromatic Harmony (0.5)

Passwater

(Same as second half of MUS 210.) Regular written assignments, including computer assignments aimed to develop musicianship skills. One-half course credit.

Offered: Fall.

MUSIC 213 - Jazz Arranging (1)

Woods

The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded.

Prerequisite: 210 or 211. Offered: Spring.

MUSIC 270 - Introduction to Music, Sound, and Technology (1)

R Carter

Introduction to the essential tools of 21st-century musicians, with an emphasis on creative practice and critical reflection. Learn to record, edit, process, and synthesize sound digitally; produce music using MIDI keyboards and digital audio workstations; distribute their work; and critically engage with topics linked to the emergence of technologies for recording, manipulating, creating, and sharing sound digitally. Listening and reading will include a wide range of works by Halim El-Dabh, Elainie Lillios, Pauline Oliveros, Karlheinz Stockhausen, and others.

Prerequisite: Music 110, 210, 211, or consent of instructor. Offered: Fall, Spring.

MUSIC 280 - Intermediate Aural Skills (0.5)

TBA

A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit.

Prerequisite: 180 and consent of instructor. Offered: Spring.

MUSIC 281 - Intermediate Keyboard Skills (0.5)

Best

A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions,

intermediate sight-reading. One-half course credit. May be repeated for credit.

Prerequisite: 181 and consent of instructor. Offered: Fall, Spring.

MUSIC 310 - Theories of Music: Counterpoint and Musical Forms (1)

Passwater

A study of counterpoint and of analytical techniques applied to common musical forms from many traditions, emphasizing Western classical music but also including popular, jazz, and other world music.

Prerequisite: 210 or 211. Offered: Spring.

MUSIC 368 - Seminar in Musical Composition (1)

R. Carter

Contemporary techniques of musical composition, including notational practices and score preparation. Emphasis on developing the ability to structure musical ideas in a series of short pieces in a variety of media, culminating in the presentation of selected works in a studio recital.

Prerequisite: Music 110, 210, 211, or consent of instructor. Offered: Spring.

MUSIC 370 - Advanced Audio Production (1)

R Carter

This course will explore the techniques of audio production in the recording studio and the increasingly portable platforms for computer music that continue to be developed. Topics will include digital audio synthesis, digital signal processing, MIDI and other systems for controlling audio, mixing, and mastering. Students will work in digital audio workstations and music programming environments. Projects will include producing a professional-quality album of music.

Prerequisite: Music 270, 277, or consent of instructor. Offered: Spring.

MUSIC 380 - Advanced Aural Skills (0.5)

TBA

A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit.

Prerequisite: 280 and consent of instructor. Offered: Fall, Spring.

MUSIC 381 - Advanced Keyboard Skills (0.5)

Best

A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit.

Prerequisite: 281 and consent of instructor. Offered: Fall, Spring.

MUSIC-Third-year Seminars and the Senior Project

MUSIC 452 - Senior Project (1)

The Department.

Supervised work on a specific topic chosen from among those offered by members of the department.

Prerequisite: Consent of department. Offered: Fall, Spring.

MUSIC 550 - Honors Senior Project I (0.5)

The Department

Supervised work on a specific project based on proposal submitted to the department by the end of the student's junior year.

Prerequisite: Consent of department. Offered: Fall.

MUSIC 551 - Honors Senior Project II (0.5)

The Department

Completion of senior honors project.

Prerequisite: Music 550 and consent of department. Offered: Spring.

NEURO-Neuroscience

NEURO 194 - Pedagogical Practice in Psychology

Department

This course provides students an opportunity to learn more about pedagogy in psychology/neuroscience under the supervision of a faculty member. Three to four hours per week of work, which may include tutoring other students

as well as developing course content, study guides, homework problems, grading rubrics, and assignments. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-quarter credit per semester. May be repeated for credit, but does not count toward concentration requirements.

Prerequisite: Permission of the instructor. Crosslisted as: PSYCH-194. Offered: Fall, Spring.

NEURO 198 - Collaborative Research in Psychology I (0.25)

The Department

Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Three to four hours per week of lab work.

Prerequisite: Permission of the instructor. Crosslisted as: PSYCH-198. Offered: Fall, Spring.

NEURO 201 - Statistics and Research Methods in Psychology (1)

Borton (Fall); Borton & TBA (Spring)

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics.

Prerequisite: 101. Crosslisted as: PSYCH-201. Offered: Fall, Spring.

NEURO 204 - Fundamentals of Human Neuroscience (1)

Bejjanki (fall); List (spring)

Introduction to the field of neuroscience from a behavioral and cognitive perspective. Survey of experimental and clinical research involving humans and non-human animals, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of amnesia, aphasia, agnosias, apraxias and disconnection syndromes.

Prerequisite: 101. Crosslisted as: PSYCH-204. Offered: Fall, Spring.

NEURO 205 - Fundamentals of Neurobiology (1)

Robinson

Introduction to the field of neuroscience from a biological perspective. In-depth examination of fundamental concepts in neurobiology designed to introduce students to the electrophysiological, chemical and anatomical features of neurons, brain regions and brain circuits. Investigation of the neurobiological basis of behavior through exploration of topics such as neuronal communication, neuroanatomy, sensory and motor systems, learning, motivation, and behavior disorders.

Prerequisite: Psych 101 or Biology 100. Crosslisted as: PSYCH-205. Offered: Spring.

NEURO 310 - Philosophy of Science (1)

Janack

Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. Taught in alternating years.

Prerequisite: 203 and either 120 or 235, or consent of the instructor. Crosslisted as: PHIL-310.

NEURO 320 - Psychology and Neuroscience of Learning (1)

V. Bejjanki

An exploration of theoretical and methodological questions involved in the study of learning and neural plasticity. Questions covered will include: What is learning? What are the mechanisms that support neural plasticity, and how do they contribute to learning-induced changes in behavior? How does learning change across the lifespan? Laboratory exercises will include the development of original experiments to elicit and measure learning at the behavioral and neural levels, as well as the analysis of neural data. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or 205. Crosslisted as: PSYCH-320. Offered: Spring.

NEURO 328 - Cognitive Neuroscience (1)

List

Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of

structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or 205. Crosslisted as: PSYCH-328. Offered: Fall.

NEURO 329 - Stress and Psychophysiology

Faig

A theoretical and methodological exploration of the psychological and physiological mechanisms of stress. Questions will include: How does psychological stress impact health and well-being? What neurobiological mechanisms are involved? What is the role of environmental context? Laboratory exercises will include designing original experiments to examine the role of stress on behavior and physiological activity, as well as analyzing data, writing papers based on findings, and oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or 205. Crosslisted as: PSYCH-329. Offered: Fall.

NEURO 330 - Systems Neuroscience

Robinson

The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective. Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory.

Prerequisite: PSYCH-205, NEURO-205 or PSYCH-204, NEURO-204 and a 200-level or higher biology course. Crosslisted as: BIO-330, PSYCH-330.

NEURO 338 - Sensation and Perception (1)

List

An exploration of sensory systems and perceptual experiences. This course will address how we obtain information from our physical environment and use it to create the vibrant experience of our own bodies and the world around us. An emphasis on vision, but also covering audition, somatosensation, olfaction and gustation. Topics will include methodological approaches, sensory pathways and neurobiological mechanisms, disorders, illusions and multi-sensory interactions.

Prerequisite: Psych/Neuro 201. Crosslisted as: PSYCH-338. Offered: Spring.

NEURO 340 - Neuroendocrinology

Mancilla (new visiting hire)

Study of the endocrine control of homeostasis, metabolism, reproduction, and behavior of vertebrates, emphasizing the neuroendocrine system. Students will read primary literature to understand experimental approaches to studying endocrinology, and discuss case studies to explore clinical aspects.

Prerequisite: Psych/Neuro 204 or Psych/Neuro 205. Crosslisted as: BIO-340.

NEURO 352 - Psychopharmacology (1)

Robinson

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, effects of drugs on society, and the implications of drug effects for neurochemical theories of behavior.

Prerequisite: Psych/Neuro 201. Crosslisted as: PSYCH-352. Offered: Fall.

NEURO 355 - Neurobiology of Addiction (1)

Robinson

This course is centered on understanding the neurobiology of the "addicted brain." Strong emphasis on the neurobiological effects of drugs of abuse, including short and longer-term changes in the brain and body that occur in response to drug use and abuse. A sampling of drugs to be discussed include cocaine, heroin, marijuana, hallucinogens and alcohol. Effectiveness of various treatment strategies will also be considered. Some discussion of the social, political and philosophical aspects of addiction to drug and non-drug substances (e.g., food compulsions and pathological gambling).

Prerequisite: Psych/Neuro 201. Crosslisted as: PSYCH-355. Offered: Spring.

NEURO 357 - Cellular Neurobiology (1)

Lehman

A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory.

Prerequisite: 100, or 101, or 102, or 115, or consent of instructor. Crosslisted as: BIO-357. Offered: Spring.

NEURO 368 - Animal Behavior

Mancilla (new visiting hire)

Study of animal behavior examining how evolutionary, ecological, genetic, neurological, and cognitive mechanisms influence the behavior of animals. The course will also cover how behavior is modified by learning/training and changes in the environment. Topics include animal communication, territoriality, reproductive behavior, complex social systems, and sensory capabilities. Lecture and discussion of articles from the primary literature.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or Psych/Neuro 205. Crosslisted as: PSYCH-368.

NEURO 371 - Emotion (1)

Faig

Everyone experiences emotions, but how we define them and measure their impact on daily life is a question that psychologists are still working on today. In this course, we will explore how emotions shape behavior, cognition, interpersonal relationships, and biology. Questions covered will include: What would life be like without emotions? Are emotions experienced similarly across cultures? Do nonhuman animals have emotions? How do emotions affect health?

Prerequisite: Psych/Neuro 201. Crosslisted as: PSYCH-371. Offered: Spring.

NEURO 373 - Health Psychology (1)

Faig

An overview of how interactions between mind and body contribute to health and well-being. Health psychologists investigate how to promote health, as well as how to prevent, cope with, and recover from illness. In this class, we will examine the interplay between various psychological, social, and environmental factors as they relate to general health outcomes and specific diseases. Topics include stress management, social relationships, personality traits, placebo effects, and behavioral changes such as eating, sleep habits, exercise, and drug use.

Prerequisite: Psych/Neuro 201. Crosslisted as: PSYCH-373. Offered: Spring.

NEURO 375 - Artificial Intelligence (1)

Helmuth.

Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Programming intensive.

Prerequisite: CPSCI-220 or CPSCI-230. Crosslisted as: CPSCI-375. Offered: Spring.

NEURO 440 - Mind and Body (1)

Janack

An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason?

Prerequisite: three courses in philosophy or consent of instructor. Crosslisted as: PHIL-440. Offered: Fall.

NEURO 500/501 - Senior Project (1)

Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

NEURO 500/501 - Senior Project (1)

Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

PHIL-Philosophy

PHIL 100 - Critical Thinking (1)

Doran

An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the strengthening your reasoning, recognizing nonrational persuasion, and the evaluation of explanations and arguments. Includes lecture, discussion, and small group interaction.

Offered: Fall.

PHIL 108 - Philosophy of Love and Sex

Alessandro R. Moscarítolo Palacio

What is it to love someone as a lover rather than, say, a parent or a sibling or a friend? Does sexual desire have a legitimate place in the former? Or does *true love* leave sex behind? What is the nature of sexual desire and how does it relate to sexual activity and sexual pleasure? Why do we as a society take a negative view of sexuality? What exactly is wrong with sexual desire and its expression? What is sexual perversion? What should we make of sexual proclivities and orientations that differ, sometimes radically, from our own? Among the topics that will be discussed in this class are sexual intercourse of various sorts, perversion, masturbation, trans-gender identities, homosexuality, prostitution, pornography, and rape.

Crosslisted as: WMGST-108.

PHIL 109 - Telling Right from Wrong (1)

Clark

How ought we to live our lives? How ought we to treat other people? What features of an action make it right or wrong? What are the character traits make a person good or bad? We will examine three major traditions in ethical theory: consequentialism, deontology, and virtue ethics. And we will discuss some applied questions concerning the morality of abortion, affluence and poverty, war, pornography, climate change, and the treatment of non-human animals. We will explore questions of moral motivation. We will read primary texts.

Offered: Spring.

PHIL 110 - Introduction to Philosophy

Clark

An introduction to the methods and topics of philosophy. We apply the fundamentals of logic and argumentation to pursue answers to important philosophical questions: How can we understand our nature as human beings? What constitutes a good and happy human life? Is everything that exists somehow physical? Does God exist? Do human beings possess free will? If not, can we be held responsible for our actions? Where does morality come from anyway? How can we know anything about the world we live in? What does it mean to think responsibly with so much disagreement and uncertainty?

Offered: Spring.

PHIL 112 - The Fundamentals of Race (1)

Franklin

An introductory course that contextualizes and critically analyzes the concept of race as it relates to people of African descent and in terms of the dynamics of how it emerges and operates within the social world. Transdisciplinary in nature, the course draws upon multiple domains and explores multiple ways in which race is constructed, functions, and contested.

Crosslisted as: AFRST-112. Offered: Fall.

PHIL 115 - Existentialism (1)

Franklin

An introduction to various theories and expressions of 19th and 20th century existential thought. Readings include Kierkegaard, Nietzsche, Camus, Heidegger, Sartre, Wright, and de Beauvoir.

PHIL 117 - Introduction to Political Theory (1)

Martin(Fall); Koutnik(Spring)

Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community.

Crosslisted as: GOVT-117. Offered: Fall, Spring.

PHIL 120 - Philosophical Perspectives on the Self (1)

Janack

What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and

the natural and behavioral sciences.

PHIL 122 - Infinity (1)

Marcus

An introduction to philosophy by way of the infinite. We'll look at the puzzles and challenges raised for our understanding of ourselves and the world by examining various views about infinity, from Zeno's paradoxes and Aristotle's actual/potential distinction; through the medieval concept of syncategorematicity, and Galileo's paradox; to Cantor's transfinites and the foundations of mathematics. We'll read works of fiction as well as more traditional philosophy. No particular mathematical background will be assumed, but we will do some basic set theory.

Offered: Fall.

PHIL 124 - Philosophy of Education (1)

Marcus

What is education? How is education manifested in individuals, schools, and society? We'll start the term by examining the nature of knowledge. Then, we'll turn to how people learn, before proceeding to think about how we can teach others. Finally, we'll look at schools, how they are and how they could be. We'll focus on philosophical questions at the roots of education and learning. Readings will be both historical and contemporary and will include a diverse range of views.

Crosslisted as: EDUC-124. Offered: Fall.

PHIL 140 - What is Art?

Alessandro R. Moscarítolo Palacio

An exploration of some historical and recent attempts at defining art. Can 'art' can be defined at all? What, if anything, does Leonardo da Vinci's *Mona Lisa* have in common with a work of street art? What, if anything, does hip hop have in common with classical music? We will also ponder the role that art plays in our lives. Are some works of art immoral? Does art (most of which is fictional) help us understand real life? Why are we interested in genres like horror and tragedy that are designed to make us feel frightened or sad?

PHIL 200 - Critical Reasoning (1)

Doran

Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing.

PHIL 201 - History of Ancient Western Philosophy (1)

Clark

A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle.

Crosslisted as: CLASC-201. Offered: Spring.

PHIL 203 - History of Modern Western Philosophy (1)

Marcus

A survey of themes in the works of some major philosophers of the 17th and 18th centuries in Europe, taught using team-based learning. Spurred by advances in science and criticisms of Church dogma, philosophers in the modern era attempted to reconcile the scientific revolution with a broad view of human abilities. They constructed systematic views of the world and our place in it in order to answer big questions, including ones about appearance and reality, the relation between minds and bodies, the nature of knowledge, God, laws of nature, and free will.

Prerequisite: one course in philosophy. Offered: Ordinarily taught in the Spring; offered in the Fall of 2021-22.

PHIL 204 - Philosophy as/and/of Literature (1)

Janack

While Plato famously criticized the poets, his own works are often best read, not as straightforward presentations of philosophical ideas or arguments, but as ironic texts that use rhetorical devices to show, rather than tell, his claims. Examines philosophy's relationship to the literary and questions about interpretation, truth and argument, as well as the rhetorical aspects of philosophical texts. Includes traditional philosophical works, novels, poetry and drama.

PHIL 209 - Human Nature, Gender, and Identity (1)

Janack

An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought.

Prerequisite: one course in philosophy or women's studies or consent of instructor.

PHIL 219 - Introduction to Moral Theory

Plakias

We will examine the central debates and positions in normative ethics and metaethics beginning with theories such as utilitarianism and deontology that tell us what our ethical obligations are and why. We then examine metaethical theories about the nature of moral claims: do they report objective facts, or express our own personal attitudes? Other topics include the nature of moral judgment and reasoning, debates about the correct analysis of moral semantics, and the scope of the moral domain.

Offered: Spring.

PHIL 221 - Food and Philosophy (1)

Plakias

This course will examine aesthetic, ethical, and political issues surrounding the production and consumption of food. Questions to be addressed include: what is food? Are aesthetic judgments about food objective, or merely matters of personal taste? When it comes to choosing what to eat, what are our ethical obligations as consumers? What role should government legislation play in regulating our choice of food? Who should bear responsibility for the social and environmental costs of our food choices?

PHIL 222 - Race, Gender and Culture (1)

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance.

Crosslisted as: AFRST-222, WMGST-222.

PHIL 228 - Philosophy and Film

Doran

Explores film through the lens of philosophy and conversely. Most philosophers agree that films illustrate philosophical problems, raise philosophical questions, or record philosophical arguments. But there is no such agreement on the more interesting question of whether films can also advance philosophical positions. We will focus on American social and institutional hierarchies. We will watch and examine movies that take up issues of race and racism, class and classism, and sex and sexism. And more. Students will be required to watch together one movie one evening every week.

Prerequisite: One course in Philosophy or one course in Cinema and Media Studies. Crosslisted as: CNMS-228. Offered: Spring.

PHIL 231 - Indigenous Philosophy of the Americas

Alessandro R. Moscarítolo Palacio

An overview of the some of the main indigenous philosophical traditions that have flourished across Abya Yala (a.k.a. the Americas) before and after the European conquest. The course aims to show that these philosophical traditions, which have been traditionally marginalized in non-Indigenous/Western philosophical circles, contain valuable insights that can help us address some of our current philosophical and practical concerns. Topics to be studied in the course include indigenous metaphysics, indigenous epistemology, indigenous ethics, and indigenous conceptions of language and truth, among others. Readings for the course will include seminal texts from prominent Native American and Indigenous figures

Prerequisite: One course in philosophy.

PHIL 232 - Justice and the Good Life

Clark

A study of justice within the history of ethical theory, including developments and debates among Humean, consequentialist, and deontological perspectives. We pay special attention to aid (when are we required to help others in need?) and distributive justice (what constitutes a fair distribution of goods and resources?), discussing theories from Dworkin, Rawls, Sen, and Nussbaum. The course concludes with a unit on the capabilities approach to distributive justice, which introduces basic questions about the requirements for living a good and happy human life.

Offered: Spring.

PHIL 233 - Latin American Philosophy (1.00)

Moscarítolo Palacio

An overview of Latin American philosophy, from pre-Hispanic times to the present. We will examine how Latin American philosophy addresses traditional philosophical questions, including those about the nature of knowledge, language, beauty, and justice. We will also examine Latin American philosophy’s role in the Spanish conquest, the independence revolutions of the 19th century, the

liberation struggles of the 20th century, and today's class, race, and gender struggles. Finally, we will critically examine the notions of Latin American identity and Latina/o/x identity.

Prerequisite: Take 1 course in Philosophy. Offered: Fall.

PHIL 235 - Environmental Ethics (1)

Doran

Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors.

PHIL 240 - Symbolic Logic (1)

Marcus

A study of formal systems of reasoning and argument evaluation.

Offered: Fall.

PHIL 242 - The Black Self: Identity and Consciousness (1)

A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black.

Prerequisite: One course in philosophy or Africana studies, or consent of instructor. Crosslisted as: AFRST-242. Offered: Spring.

PHIL 270 - Democratic Theory

Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy.

PHIL 281 - Philosophy as Spiritual Quest (1)

Ravven

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works.

Prerequisite: One course in philosophy and/or religious studies. Crosslisted as: RELST-281. Offered: Spring.

PHIL 308 - Language Revolution (1)

Marcus

Twentieth-century and contemporary philosophers often focus on the role of language in philosophical questions, whether to clear up mistaken or misleading uses of language or for its own sake. This survey course will look at the most important philosophers of language and how they approach questions of reference, meaning, and linguistic ontology, including Frege, Russell, Tarski, Quine, Putnam, Kripke, and Chomsky.

Prerequisite: One course in philosophy or consent of instructor.

PHIL 310 - Philosophy of Science (1)

Janack

Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. Taught in alternating years.

Prerequisite: 203 and either 120 or 235, or consent of the instructor. Crosslisted as: NEURO-310.

PHIL 311 - Philosophy East and West (1)

A course in comparative philosophy. We will examine, compare, and contrast various philosophers, philosophical systems, and schools of thought from both eastern and western philosophy. For instance, we may examine the philosophies of Sextus Empiricus, the ancient greek (Pyrrhonian) skeptic, and Nagarjuna, founder of the Madhyamaka school of Mahayana Buddhism; we may draw comparisons between the ancient Roman Stoics and the philosophical life of Mohandas Gandhi; and we may investigate similarities or highlight important differences between the ethical systems of Aristotle and Confucius.

Prerequisite: Two courses in philosophy. Offered: Spring.

PHIL 314 - Literary Philosophers (1)

Janack

What does writing style have to do with philosophical content? We will look at the "old quarrel" between the philosophers and the poets, and look at the ways in which philosophy was and is written, to think about what counts

as philosophy and why and how we mark it off from its others. Readings by Borges, Calvino, Kafka, Coetzee, Plato and others.

Prerequisite: 1 course in philosophy, literature/creative writing or consent of instructor.

PHIL 319 - Critical Race Theory (1)

Franklin

A close examination of the emergence, aims, and argumentative styles of Critical Race Theory.

Prerequisite: One course in Philosophy or one course in Africana Studies. Crosslisted as: AFRST-319. Offered: Fall.

PHIL 337 - Seminar: Confucian Traditions (1)

Wilson

Examination of Confucian thought and ritual practice from classical times to the present. Emphasis on reading philosophical and ritual texts in translation in order to understand the ways that Confucians understood their place in Chinese society.

Prerequisite: relevant coursework in history, Asian studies or religious studies, or consent of instructor. Crosslisted as: HIST-337. Offered: Spring.

PHIL 355 - Contemporary Philosophy

Doran

A critical survey of early 20th century Anglo-American philosophy with a focus on formative debates over the nature of experience and language, their connection to reality, and the nature of philosophy itself, ending with work on the nature of race and gender. Covers more truly contemporary work (with a brief stop in the 1960s) including both the decline and fall of some of the dominant themes of the tradition—for example, the craving for the certainty of logic and the perceived objectivity of science—and the birth of a variety of reconceptions of philosophy continuing to shape the discipline, and the philosophical imprint on the culture at large. Readings include works by Carnap, Quine, Wittgenstein, Elgin, Appiah, Haslanger, and Gleick's *The Information*.

Prerequisite: PHIL-203 or consent of instructor.

PHIL 356 - Virtue Ethics (1)

Clark

Virtue ethics emphasizes the goodness or badness of those who act, rather than the rightness or wrongness of particular actions. The virtues are often taken to contribute to individual happiness, or the ability to construct a meaningful life. We will examine virtue ethics as a theory (and as alternative to consequentialism and deontology). We begin with a survey of ancient versions, before exploring new developments and various applications of virtue ethics to contemporary moral problems (abortion, the treatment of non-human animals, climate change, human over-consumption, and technology).

Prerequisite: One course in philosophy, or consent of instructor. Offered: Spring.

PHIL 357 - Theory of Internet Policy

This course offers a critical introduction to internet policy through the lens of political theory. It is organized around five main topics: "the wisdom of the multitude" (Jeremy Waldron), civil disobedience, speech, privacy, and surveillance. While technology is always changing, the guiding refrain for the course is that seemingly novel concerns can often be traced back to old debates.

Crosslisted as: GOVT-357.

PHIL 382 - The Ethics of Belief

Alexandra Plakias

Examining the ethical, social, and political implications of belief formation and belief change. Much of modern Western epistemology treats belief as an individual matter. But knowledge doesn't work like that. We're not isolated, we're connected, and interdependent: our knowledge comes, not from reflection, but from conversations, imitation, and observation. Beginning with the Cartesian model of belief and knowledge, this course will survey developments from modern to contemporary social epistemology. Topics may include: arguments for the existence of god and the debate between faith and reason, the epistemology of testimony, conspiracy theories and the production of ignorance, and intellectual virtues and vices.

Prerequisite: one previous course in philosophy.

PHIL 410 - American Philosophy (1)

Doran

Historical debates over the metaphysics and ethics of personhood with an examination of some early American

texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy.

Prerequisite: Three courses in philosophy or consent of instructor. Crosslisted as: AMST-410. Offered: Fall.

PHIL 412 - The Politics of A.I.: Algorithms, "Big Data," and "Humans in the Loop"

Gorham.

This upper-level seminar is structured around three concepts that are central to the politics of AI: algorithms, "big data," and "humans in the loop." Issues discussed include algorithmic discrimination, the state of consent in the age of "big data," and the psychological toll of content moderation on social media. Explicitly interdisciplinary, a variety of methods and academic backgrounds are welcome. The course is speaking intensive.

Prerequisite: Consent of Instructor. Crosslisted as: GOVT-412 PPOL-412.

PHIL 415 - Objectivity and Rationality (1)

Janack

Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies.

Prerequisite: three courses in philosophy or consent of instructor.

PHIL 416 - Wittgenstein (1)

Marcus

A broad study of themes through Wittgenstein's work, including the picture-theory, naming, rule-following, meaning, skepticism, and truth. While our focus will be on Wittgenstein's work, we will also spend time on his intellectual forebears and those he influenced, including Frege, Russell, Anscombe, Quine, Kripke, and Diamond.

Prerequisite: Three courses in Philosophy or permission of instructor.

PHIL 426 - David Foster Wallace and Metaphilosophy (1)

Janack

David Foster Wallace's fiction and non-fiction are often read through a philosophical lens, given his deep immersion in the analytic philosophical tradition. This course examines the extent to which Wallace's work is appropriately read as philosophy, and the question of what demarcates philosophy from fiction and from literary non-fiction. Not open to students who have taken 326.

Prerequisite: Three courses in philosophy, or three courses in Literature or Creative Writing, or consent of instructor.

PHIL 427 - Intuitions and Philosophy (1)

Marcus

Explores the role of intuition in our reasoning in epistemology, philosophy of mind, mathematics and moral philosophy, and perhaps other areas. We will consider arguments in favor of using intuitions in philosophy, as well as work on the fallibility of intuition, and the recent movement known as experimental philosophy. Seminar

Prerequisite: three courses in philosophy or consent of instructor.

PHIL 433 - Philosophy of Liberation

Alessandro Moscarítolo Palacio

An exploration of the main strands, topics, and figures of the philosophy of liberation, including the controversial and fruitful theology of liberation. The philosophy of liberation (*filosofía de la liberación*) is a strand of Latin American Philosophy which aims to decolonize so-called Western philosophy from within: it is a philosophical critique of imperialism, racism, sexism, classism, and other forms of oppression. Unlike mainstream Western philosophy, the philosophy of liberation conceives of philosophical reflection as being inextricably bound up with a praxis of liberation: the philosophy of liberation aims to overcome domination and subordination by looking at the historical, social, cultural, economic, and political situation of oppressed groups.

Prerequisite: Three courses in Philosophy.

PHIL 440 - Mind and Body (1)

Janack

An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is

it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason?

Prerequisite: three courses in philosophy or consent of instructor. Crosslisted as: NEURO-440. Offered: Fall.

PHIL 447 - Happiness (1)

Clark

Investigation of philosophical theories of happiness from the ancient Greeks until today including theories of hedonism, eudaimonism, desire satisfaction, life satisfaction, emotional state theory, and existentialism. Examination of recent literature from psychology concerning the nature and source of happiness, the ability to measure happiness, and the extent to which personal happiness is beyond our control. Comparison among happiness, well-being, meaning, and how they contribute to a good life.

Prerequisite: Three courses in philosophy or consent of instructor. Offered: Fall.

PHIL 452 - Evolution and Morality (1)

Plakias

It makes sense to see morality as adaptive, yet from an evolutionary perspective it's puzzling that we follow and enforce moral standards even when it is costly for us to do so. This course will critically examine different sorts of evolutionary accounts of morality (e.g. group selection, cultural evolution), with methodological issues in mind.

Prerequisite: Three courses in philosophy or permission of instructor.

PHIL 462 - Critical Voice (1)

Franklin

An existential exploration of voice as that which awakens and embodies critical consciousness. Focusing on voice as it emerges and operates within the context of blackness, the course will focus on various black figures and various black expressions of voice as they relate to existential forms of liberation and empowerment. Seminar.

Prerequisite: Prerequisite, three courses in philosophy, one of which must be 112, 115, 222, 242, or 319, or consent of instructor. Crosslisted as: AFRST-462. Offered: Spring.

PHIL 463 - Nietzsche (1)

Franklin

A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality.

Prerequisite: Three courses in philosophy or consent of instructor. Offered: Spring.

PHIL 464 - Rorty and His Critics (1)

Janack

Course will focus on Rorty's work from his early work on philosophy of mind and epistemology through his work on metaphilosophy and politics. We will read not just Rorty's major works, but also some of his critics, including Charles Taylor, Bjorn Ramberg, Linda Alcoff, and John McDowell.

Prerequisite: 3 courses in Philosophy or consent of the instructor.

PHIL 466 - Disagreement (1)

Plakias

From politics to taste, disagreements are everywhere. We examine the epistemic, moral, and political significance of disagreement: when,if ever, should disagreement force us to revise our own views? Does the existence of moral disagreement have implications for moral objectivity? And how can we coexist with others who disagree with our most basic values? We will also discuss the differences among disagreements in science, aesthetics, and ethics. We'll also ask whether the persistence of philosophical disagreement should make us pessimistic about the possibility of philosophical knowledge.

Prerequisite: Three courses in philosophy or consent of instructor.

PHIL 550 - Senior Seminar (1)

The Department.

Advanced work aimed at completing a philosophical essay or experiential project on a topic of each student's interest. In collaboration with other members of the seminar, each student will frame and explore a philosophical problem. For a standard project, students

will develop an extended thesis-driven essay. For an experiential project, students will develop sustained engagement with activities that develop or apply philosophical views outside traditional academic structures in a reflective, creative, and rigorous way. All projects will be presented publicly at the end of the term.

Offered: Fall.

PHYS-Physics

PHYS 100 - Survey of Physics I (1)

K. Brown

The first semester of a year-long sequence (100-205) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. First year students need instructors signature to enroll.

Prerequisite: knowledge of algebra and trigonometry. Corequisite: PHYS-100L. Offered: Fall.

PHYS 105 - Survey of Physics II (1)

B. Moser

The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity, fluids, waves, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences.

Prerequisite: 100, 200 or 190. Offered: Spring.

PHYS 120 - How Things Work (1)

G Jones

A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. A conceptual introduction to physics where all the examples come from your experience.

Offered: Spring.

PHYS 135 - Space-time and the Quantum World (1)

S. Major

A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and space-time diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the fundamental nature of these two developments, as well as the role of observation in modern physical theory.

Offered: Fall.

PHYS 136 - Physics and Art (1)

K. Brown

This course is a survey of some of the interesting ways in which fine art intersects math and physics. The curriculum consists of six topics in which some juxtaposition of physics and art is present; in some cases physics is relevant to the context of the art, in some case to the content of the art, and in some cases, both. We begin with some of the earliest works of art and proceed chronologically, including cave paintings and radiocarbon dating, the Archimedes palimpsest and imaging techniques, and the drip paintings of Jackson Pollock and their connection to chaotic motion and fractals.

Offered: Spring.

PHYS 160 - Introduction to Astronomy (1)

A. Lark

A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe.

Offered: Fall.

PHYS 175 - The Physics of Musical Sound (1)

B. Collett

An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from the nature of musical sound, units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Algebra will be used. Four hours of class/laboratory per week. May count toward a concentration in physics.

Crosslisted as: MUSIC-175. Offered: Spring.

PHYS 190 - The Mechanical Universe (1)

K. Burson

The first semester of a sequence of physics courses for students interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. Sophomores and above need instructor's signature to enroll.

Prerequisite: Calculus I (may be taken concurrently). Corequisite: PHYS-190L. Offered: Fall.

PHYS 195 - Waves and Fields (1)

S. Major

The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory.

Prerequisite: 190 or 200 and Mathematics 116 (may be taken concurrently). Corequisite: PHYS-195L. Offered: Spring.

PHYS 200 - Physics I (1)

V. Horowitz

The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. First year students need instructor's signature to enroll.

Prerequisite: Mathematics 116 or equivalent. Not open to students who have taken 100 or 190. Offered: Fall.

PHYS 205 - Physics II (1)

D. Jacobs

The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory.

Prerequisite: Physics 100 or 200. Offered: Spring.

PHYS 207 - Introduction to Quantum Computing

V. Horowitz

An introductory study of the rapidly growing field of Quantum Computation. The course starts with a brief introduction to the mathematical framework for describing quantum bits (qubits) and quantum gates. Topics will include physical realizations of qubits (with examples from condensed matter and atomic physics) and selected quantum algorithms.

Prerequisite: Physics 290 or permission of the instructor. Offered: Spring.

PHYS 215 - Nuclear Weapons in World War II

K. Brown

World War II has been called "the physicists' war"; it was perhaps the first global conflict in which physicists played a central role. In this course we examine the scientific paradigms that shaped physicists' effort to understand fission, the relevant fission processes, and the technical principles that went into construction of the first atomic weapons. We also examine the structural and institutional hierarchies that were present at the time of the war, the social disparities involved in the fabrication of the weapons, and the decision to deploy two atomic weapons on Japanese cities.

Prerequisite: Phys 195 and Math 216 or permission of instructor. Offered: Fall.

PHYS 245 - Electronics and Computers (1)

B. Collett

Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing.

Offered: Spring.

PHYS 290 - Quantum Physics (1)

B. Collett

Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory.

Prerequisite: Physics 195 or 205, and Math 116. Offered: Fall.

PHYS 295 - Electromagnetism (1)

M. Smith

Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class.

Prerequisite: 290. Offered: Spring.

PHYS 298 - Physics Research (0.25-1.00)

Department

Independent work on a research project under supervision of a faculty member.

Prerequisite: Consent of instructor. Offered: Fall, Spring.

PHYS 315 - Topics in Cosmology (1)

TBA

Exploration of observational and theoretical topics in cosmological physics. Topics may include evidence for the Hot Big Bang Model of the Universe, background cosmological evolution and dark energy, the cosmic microwave background, primordial nucleosynthesis, growth of large scale structure, as well as evidence and candidates for dark matter.

Prerequisite: Phys 290. Offered: Spring.

PHYS 320 - Topics in Mathematical Physics (1)

S. Major

A study of mathematical methods and their use in investigating physical systems. Topics may include ordinary differential equations, special functions, Sturm-Liouville theory, partial differential equations, integral transforms, calculus of complex functions, numerical methods, tensor analysis, and group theory.

Prerequisite: Math 224 and (either Physics 295 or Math 216), or permission of instructor. Offered: Spring.

PHYS 325 - General Relativity (1)

S. Major

An introduction to the physics and mathematics of space-time geometry including Einstein's special and general theories of relativity with applications to black holes, gravitational waves, and cosmology.

Prerequisite: Prerequisites PHYS-295 or permission of instructor. MATH-216 recommended. Offered: Spring.

PHYS 335 - Condensed Matter

K. Burson

An introduction to condensed matter that explores the physics of metals, insulators, semiconductors, and superconductors, with particular attention to structure, thermal properties, energy bands, and electronic properties. The course draws on quantum physics to explain the origin of these properties and addresses experimental methods commonly used to understand material properties.

Prerequisite: Phys 290. Offered: Spring.

PHYS 340 - Topics in Quantum Physics (1)

K. Burson

Exploration of topics in contemporary physics using the tools of quantum mechanics developed in PHYS 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, quantum computing, and particle physics.

Prerequisite: 290. Offered: Spring.

PHYS 348 - Science, Technology, and Society (1)

Brewer and Brown

An examination of the assumptions, paradigms, and hierarchies embedded in science and technology using case studies. Evidence-based hypothesis testing and analysis will examine evidence pointing to the structure of hierarchies built into and from science and how those structures may result in inequalities for various groups participating in and affected by science and technology. Topics will vary but might include: gender and race disparities in STEM fields, broad effects of climate change or environmental crises, scientific and cultural contexts of nuclear and chemical weapons.

Prerequisite: Chemistry or physics concentrator. Crosslisted as: CHEM-348. Offered: Spring.

PHYS 350 - Classical Mechanics (1)

K. Brown

Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and

coupled oscillations.

Prerequisite: 295 or consent of instructor. Offered: Fall.

PHYS 370 - Thermodynamics and Statistical Physics (1)

S. Major

Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems.

Prerequisite: 290. Offered: Fall.

PHYS 390 - Research Seminar (1)

B. Collett

A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature.

Prerequisite: 290. Offered: Fall, Spring.

PHYS 450 - Quantum Theory (1)

V. Horowitz

An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory.

Prerequisite: 350. Offered: Spring.

PHYS 480 - Electromagnetic Theory

S.Major

Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials.

Prerequisite: PHYS-295 and PHYS-350 or consent of instructor.

PHYS 550 - Senior Research Project (1)

B. Collett

Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis.

Offered: Fall, Spring.

PHYS 551 - Senior Research (1)

S. Major

Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis.

Prerequisite: Phys 550. Offered: Spring.

PPOL-Public Policy

PPOL 214 - Seminar in Health Care Systems

H. Lehman

An overview and analysis of US health care systems. US health care systems include public health (population-based services) and medical care (individual patients) systems. Topics include development and organization of various public health and medical entities within the United States, strengths and challenges related to cost, quality, and access to these systems, past and present epidemics, and current issues related to health care systems.

Crosslisted as: BIO-214.

PPOL 247 - The Pursuit of Happiness (1)

Wyckoff

What is human happiness? What factors increase or decrease it? Why are some countries and cultures happier than others? How can government policies promote happiness? This course considers:-- the nature of happiness from the major philosophical traditions, --the cognitive biases that impede our ability to maximize happiness, --the empirical literature on subjective well-being from the fields of economics, political science, and psychology, --recent trends in capitalist societies and their effects on happiness, and --government policies that might improve human happiness.

Prerequisite: One course in statistics, from any discipline. Crosslisted as: GOVT-247, PPOL-247. Offered: Spring.

PPOL 251 - Introduction to Public Policy (1)

Anechiarico

The study of policy analysis using and comparing a variety of disciplinary and analytic traditions. Consideration of controversies over particular policies at the national and local level and the premises underlying them. Examination of methods and principles used in formulating and evaluating public policy.

Prerequisite: Economics 100 or 101. Crosslisted as: GOVT-251. Offered: Fall.

PPOL 252 - Comparative Health Policy (1)

Brodin

Investigation of health policy from a comparative perspective. The course introduces fundamental concepts in health policy and examines different health care systems across the globe as well as case studies in health care delivery and public health. (Comparative Politics)

Prerequisite: GOVT 112, GOVT/PPOL 251 or consent of the instructor. Crosslisted as: GOVT-252. Offered: Fall.

PPOL 267 - Utica in the Context of US History

Phil Bean

Utica, New York, as a case study in US history. Examines its evolution from early post-Revolutionary "western frontier" settlement to center of industry and technological innovation, to early "rust belt" city and, more recently, to early center of refugee resettlement. Themes will include: transportation and communications, industrialization, demographic transformation, religion, politics, ethnic nationalism, labor history, xenophobia and racism, war and conflict, architecture, suburbanization, organized crime, political corruption, Urban Renewal, deindustrialization, urban decay. Readings and discussions will include relevant primary documents.

Crosslisted as: HIST-267.

PPOL 274 - Justice Laboratory: Internship and Observation

Frank Anechiarico

Students will work two 3 hour, half-day periods each week Requires discussion, journaling and a research paper that synthesizes various parts of the Justice Lab.

Corequisite: Part of the integrated, 4 course Justice Lab. Crosslisted as: COLEG-274.

PPOL 280 - Conflict Resolution: Policies and Strategies (1)

This course examines conflict from a variety of perspectives. We will investigate how arbitration, adjudication, and mediation differ, in addition to exploring how the policies and strategies of cultural and legal institutions dictate different approaches to mediation. Societies cope with conflict by enacting policies consistent with their culture and values. This course examines conflict resolution policies in the U.S. and abroad, including the legal system, the media, the educational sector, and international dispute resolution.

Prerequisite: 101, 103, 106, 230 or consent of instructor. Crosslisted as: COMM-280. Offered: Spring.

PPOL 286 - Environmental Policy and Economics

Ziqiao Chen

This course provides an introduction to microeconomic analysis and its applications to environmental policy. We first consider the conditions under which markets fail to efficiently allocate scarce resources in the context of environmental issues, such as managing natural resources and climate change. We examine policy instruments including regulations, taxes, subsidies, quotas, and tradable permits to address those market failures. The last part of the course focuses on analyzing distributive impacts of environmental policies and understanding the economic forces behind environmental justice issues.

Prerequisite: ECON-100. Crosslisted as: GOVT-286.

PPOL 341 - Levitt Leadership Institute: Leadership in Movements and Organizations

Margo Okasawa-Rey

This course focuses on understanding community-mobilization, organizational leadership models and perspectives for creating social change. It will promote an intersectional understanding of campus and community conditions that give rise to damaging experiences. Students will collaboratively develop leadership change strategies that oppose more common, “expert”-driven approaches. Required field study: week one of spring break. Prerequisite: participation in LLI (January) and Intro level WMGST, PPOL, AFRST, or SOC course and consent of the instructor.

Prerequisite: Prerequisite: Participation in LLI (January) and Intro-level course in WMGST, PPOL, AFRST, or SOC and consent of the instructor. Crosslisted as: COLEG-341, AFRST-341, SOC-341,WMGST-341.

PPOL 382 - Topics in Public Policy (1)

The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center.

Prerequisite: 251. Crosslisted as: GOVT-382. Offered: Spring.

PPOL 412 - The Politics of A.I.: Algorithms, "Big Data," and "Humans in the Loop"

Gorham.

This upper-level seminar is structured around three concepts that are central to the politics of AI: algorithms, "big data," and "humans in the loop." Issues discussed include algorithmic discrimination, the state of consent in the age of "big data," and the psychological toll of content moderation on social media. Explicitly interdisciplinary, a variety of methods and academic backgrounds are welcome. The course is speaking intensive.

Prerequisite: Consent of Instructor. Crosslisted as: GOVT-412 PHIL-412.

PPOL 415 - Urban Homelessness and Social Policy in the U.S

Dordick

Examination of the role of history in contemporary understandings of urban homelessness; the causes and consequences of urban homelessness; and the diversity of homeless people and their experiences in light of policies designed to address urban homelessness. Case studies from throughout the United States, with special emphasis to New York City, San Francisco, and Los Angeles.

Prerequisite: Consent of the Department. Crosslisted as: GOVT-415.

PPOL 432 - Program Evaluation for Social Change (1.00)

Mea

Examination of program evaluation as a sound methodology for assessing the quality of proposed government interventions and for judging the success or failure of initiatives. We will explore theory, techniques, and tools to design high-impact programs. Best practices and cases will be employed to assist class participants as they explore solutions to vexing social problems. Students will ultimately build their own proposed program using the Bloomberg iTeams approach.

Prerequisite: Consent of Department. Crosslisted as: GOVT-432. Offered: Fall.

PPOL 500/501 - Senior Project (1)

The Program

A one- or two-semester senior project, culminating in a thesis.

PPOL 500/501 - Senior Project (1)

The Program

A one- or two-semester senior project, culminating in a thesis.

PSYCH-New England Center for Children

PSYCH 392N - Principles of Behavior Analysis (1)

The Department

Orients students to the concepts, processes and scientific principles of behavior on which the field of applied behavior analysis was founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior and motivating operations).

Prerequisite: Psych/Neuro 201 if the course is to count toward the concentration or minor.

PSYCH 393N - Behavioral Assessment for Children with Special Needs (1)

The Department

An introduction to key concepts, methods and ethical considerations associated with behavioral assessment. Objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis.

Prerequisite: Psych/Neuro 201 if the course is to count

toward the concentration or minor.

PSYCH 394N - Autism and Related Disabilities (1)

The Department

A foundation in etiological, diagnostic, ethical and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification and a survey of evidence-based models of treatment, outcome evaluation, and effective systems support for individuals with pervasive developmental disabilities.

Prerequisite: Psych/Neuro 201 if the course is to count toward the concentration or minor.

PSYCH 395N - Behavioral Interventions (1)

The Department

This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Specific objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviors, skills-based prevention strategies, and a variety of behavioral teaching tactics. Tactics for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be reviewed.

Prerequisite: Psych/Neuro 201 if the course is to count toward the concentration or minor.

PSYCH 397N - Methods of Evaluation (1)

The Department

Equips students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data.

Prerequisite: Psych/Neuro 201 if the course is to count toward the concentration or minor.

PSYCH 398N - Evidence-based Teaching (1)

The Department

Provides students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include, match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling.

Prerequisite: Psych/Neuro 201 if the course is to count toward the concentration or minor.

PSYCH-Psychology

PSYCH 101 - Introductory Psychology (1)

The Department

An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior and psychopathology. In class laboratory exercises to emphasize the use of research methods and data to describe and examine behavior. Some sections may be offered as First-Year Courses.

Offered: Fall, Spring.

PSYCH 194 - Pedagogical Practice in Psychology

Department

This course provides students an opportunity to learn more about pedagogy in psychology/neuroscience under the supervision of a faculty member. Three to four hours per week of work, which may include tutoring other students as well as developing course content, study guides, homework problems, grading rubrics, and assignments. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-quarter credit per semester. May be repeated for credit, but does not count toward concentration requirements.

Prerequisite: Permission of the instructor. Crosslisted as: NEURO-194. Offered: Fall, Spring.

PSYCH 198 - Collaborative Research in Psychology I (0.25)

The Department

Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Three to four hours per week of lab work.

Prerequisite: Permission of the instructor. Crosslisted as: NEURO-198. Offered: Fall, Spring.

PSYCH 201 - Statistics and Research Methods in Psychology (1)

Borton (Fall); Borton & TBA (Spring)

The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Some instruction in research design and methodological issues. Students will learn to use the statistical computer program SPSS to analyze data. Topics include the principles of hypothesis testing, t tests, analysis of variance, regression, and some non-parametric statistics.

Prerequisite: 101. Crosslisted as: NEURO-201. Offered: Fall, Spring.

PSYCH 204 - Fundamentals of Human Neuroscience (1)

Bejjanki (fall); List (spring)

Introduction to the field of neuroscience from a behavioral and cognitive perspective. Survey of experimental and clinical research involving humans and non-human animals, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of amnesia, aphasia, agnosias, apraxias and disconnection syndromes.

Prerequisite: 101. Crosslisted as: NEURO-204. Offered: Fall, Spring.

PSYCH 205 - Fundamentals of Neurobiology (1)

Robinson

Introduction to the field of neuroscience from a biological perspective. In-depth examination of fundamental concepts in neurobiology designed to introduce students to the electrophysiological, chemical and anatomical features of neurons, brain regions and brain circuits. Investigation of the neurobiological basis of behavior through exploration of topics such as neuronal communication, neuroanatomy, sensory and motor systems, learning, motivation, and behavior disorders.

Prerequisite: Psych-101 or Biology-100. Crosslisted as: NEURO-205. Offered: Fall.

PSYCH 254 - Counseling Psychology (1)

Walden

An overview of the theoretical orientations, treatment approaches and empirical literature in the field of counseling psychology. Examines the mechanisms by which counseling interventions facilitate personal and interpersonal functioning with a focus on emotional, social, educational, vocational and developmental concerns. Does not count toward the Psychology or Neuroscience concentration or the Psychology minor.

Prerequisite: Psych 101. Offered: Spring.

PSYCH 297 - Peer Counseling (0.5)

Walden

Students will serve as peer counselors under the supervision of a Counseling Center staff psychologist. Six to eight hours per week of peer counseling, weekly supervision meetings, written case reports, and outreach presentations. Training will occur prior to the start of counseling. Student performance will be evaluated as Satisfactory/Unsatisfactory. One-half credit per semester. May be repeated for credit, but does not count toward concentration or minor requirements.

Prerequisite: Permission of the instructor. Offered: Fall, Spring.

PSYCH 298 - Collaborative Research in Psychology II (0.5)

The Department

Collaborative research under the supervision of a faculty member. Focus on data collection and/or analysis. Six to eight hours per week of lab work, plus final oral presentation or research paper.

Prerequisite: Permission of the instructor. Offered: Fall, Spring.

PSYCH 304 - The Science of Morality (1)

Dyer

Theoretical and methodological examination of the study of moral psychology. Topics include moral development, moral emotions, political/cultural differences, moral judgment and behavior, and cooperation. Class time will be devoted to discussion of theoretical and empirical research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201. Offered: Spring.

PSYCH 311 - The Self in Social Psychology (1)

Borton

Theoretical and methodological understanding of the study of the self in social psychology. Topics include organization of self-concept and its effect on information processing; self-awareness; self-esteem maintenance processes; cultural influences; stigmas; and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201. Offered: Fall.

PSYCH 316 - Developmental Psychology of Self-Control (1)

Rachel White

Theoretical and methodological examination of the psychological processes involved in regulating thoughts, behavior, and emotions. Emphasis on childhood and adolescence. Questions covered will include: What is executive function and how does it develop? What are the consequences of low or delayed self-control abilities across the lifespan? How can we improve self-control? Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro-201.

PSYCH 320 - Psychology and Neuroscience of Learning (1)

V. Bejjanki

An exploration of theoretical and methodological questions involved in the study of learning and neural plasticity. Questions covered will include: What is learning? What are the mechanisms that support neural plasticity, and how do they contribute to learning-induced changes in behavior? How does learning change across the lifespan? Laboratory exercises will include the development of original experiments to elicit and measure learning at the behavioral and neural levels, as well as the analysis of neural data. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro-201 and Psych/Neuro-204 or 205. Crosslisted as: NEURO-320.

PSYCH 324 - Law and Human Behavior (1)

Williams

Theoretical and methodological examination of the study of human behavior in legal contexts. Topics include psychology of criminal behavior; persuasion in the courtroom; risk assessment and punishment; and the influence of extralegal variables (e.g., race). Class time devoted to critical analysis and discussion of legal cases and psychology research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro-201 or permission of the instructor. Offered: Fall.

PSYCH 328 - Cognitive Neuroscience (1)

List

Study of brain processes involved in cognition, with a focus on current research designs and techniques. Class discussions will focus on primary research articles covering perception, attention, memory and language systems. Laboratory exercises will include the analysis of structural brain scans and electroencephalographic data, and the design, programming and presentation of original experiments. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or 205. Crosslisted as: NEURO-328.

PSYCH 329 - Stress and Psychophysiology

Faig

A theoretical and methodological exploration of the psychological and physiological mechanisms of stress. Questions will include: How does psychological stress impact health and well-being? What neurobiological mechanisms are involved? What is the role of environmental context? Laboratory exercises will include designing original experiments to examine the role of stress on behavior and physiological activity, as well as analyzing data, writing papers based on findings, and oral and poster presentations. Three hours of class and three hours of laboratory.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or 205. Crosslisted as: NEURO-329. Offered: Fall.

PSYCH 330 - Systems Neuroscience

Robinson

The primary focus of this course is on the physiological and chemical basis of behavior from a systems perspective.

Topics include analysis of sensory and motor systems; motivated behaviors; stress, anxiety and mental illness; and learning and memory. Laboratory exercises introduce students to the anatomy and physiology of the mammalian central nervous system and to some of the principal techniques used in systems and behavioral neuroscience. Three hours of class and three hours of laboratory.

Prerequisite: PSYCH-205, NEURO-205 or PSYCH-204, NEURO-204 and a 200-level or higher biology course. Crosslisted as: BIO-330, NEURO-330.

PSYCH 338 - Sensation and Perception (1)

List

An exploration of sensory systems and perceptual experiences. This course will address how we obtain information from our physical environment and use it to create the vibrant experience of our own bodies and the world around us. An emphasis on vision, but also covering audition, somatosensation, olfaction and gustation. Topics will include methodological approaches, sensory pathways and neurobiological mechanisms, disorders, illusions and multi-sensory interactions.

Prerequisite: Psych/Neuro-201. Crosslisted as: NEURO-338.

PSYCH 341 - The Evolved Mind (1)

Williams

This course will explore the interactive relationships among evolved adaptations, development, learning, and culture, emphasizing ways in which these work together to shape individuals' behavior. Questions covered will include: What does it mean to take an evolutionary approach to psychology? What are the major evolutionary theories, and how have they been used to explain human behavior? What are the methods and assumptions of evolutionary approaches?

Prerequisite: Psych/Neuro-201. Offered: Spring.

PSYCH 349 - Parenting (1)

Mairin Augustine

Conceptual and methodological exploration of the psychology of parenting and parent-child relationships. This course will focus on questions of how individuals come to display specific patterns of parenting behavior and what factors influence the parenting experience. Topics will include frameworks for conceptualizing parenting and parenting competence, the role of the child in the parent-child relationship, parent personality and psychopathology, social and cultural influences on parenting, historically understudied parents (e.g., fathers, LGBT parents), and parent training interventions.

Prerequisite: Psych/Neuro 201. Offered: Fall.

PSYCH 350 - Lifespan Development (1)

White

An introduction to the science of lifespan development, from conception and prenatal development to older age and death. Focuses on multiple domains of development, including cognitive, social, physical, and emotional, with emphasis on how development in all domains is shaped by both biological and social/cultural influences (e.g., gender norms, social class, stereotyping and prejudice). This course provides the opportunity for experiential learning through work with individuals in applied settings such as child care centers.

Prerequisite: Psych/Neuro-201. Offered: Spring.

PSYCH 351 - Child Development (1)

An introduction to the science of child behavior and the principles of child growth and development from conception to early adulthood. Focuses on integrating the physical, cognitive, social and emotional domains of development. Includes an experiential component whereby students will work with children or adolescents in an applied setting (e.g., child care center or school).

Prerequisite: Psych/Neuro 201.

PSYCH 352 - Psychopharmacology (1)

Robinson

A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, effects of drugs on society, and the implications of drug effects for neurochemical theories of behavior.

Prerequisite: Psych/Neuro 201. Crosslisted as: NEURO-352. Offered: Fall.

PSYCH 353 - Adult Psychopathology (1)

McKee

Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment,

and evaluation of treatment efficacy for the major disorders including anxiety, affective, thought, substance, and eating disorders. Research methods in clinical psychology emphasized. Discussion will include how gender, race, ethnicity, culture, sexuality, and social class relate to our understanding of mental illness and its treatment.

Prerequisite: Psych/Neuro-201. Offered: Fall.

PSYCH 355 - Neurobiology of Addiction (1)

Robinson

This course is centered on understanding the neurobiology of the "addicted brain." Strong emphasis on the neurobiological effects of drugs of abuse, including short and longer-term changes in the brain and body that occur in response to drug use and abuse. A sampling of drugs to be discussed include cocaine, heroin, marijuana, hallucinogens and alcohol. Effectiveness of various treatment strategies will also be considered. Some discussion of the social, political and philosophical aspects of addiction to drug and non-drug substances (e.g., food compulsions and pathological gambling).

Prerequisite: Psych/Neuro 201. Crosslisted as: NEURO-355. Offered: Spring.

PSYCH 356 - Social Psychology (1)

Dyer

A survey of social psychology, the study of how and why people behave, think, and feel in social situations. Topics include social cognition, stereotyping and prejudice, the self, social influence, attitudes and persuasion, attraction and relationships, aggression, and helping behavior. Emphasis on experimental research methodology.

Prerequisite: Psych/Neuro-201. Offered: Fall.

PSYCH 357 - Human Memory (1)

An examination of theoretical and empirical research on the creation and structure of memories. Consideration of both theoretical and applied topics within the memory literature, including autobiographical memories, unconscious memories, factors contributing to forgetting, the organization of memories, eyewitness memory, and false memories.

Prerequisite: Psych/Neuro-201.

PSYCH 359 - Stereotyping and Prejudice (1)

Borton

In this course we will take a social psychological approach to understanding stereotypes, prejudice(s), and discrimination based on race, ethnicity, gender, sexual orientation, and other group memberships. We will examine classic and contemporary theories and research on topics such as cognitive, motivational, evolutionary, and sociocultural explanations of prejudice; modern forms of prejudice/implicit bias; the impact of prejudice and discrimination on targets of prejudice; and prejudice reduction.

Prerequisite: Psych/Neuro-201. Offered: Spring.

PSYCH 360 - Psychological Testing

McKee

This course is an in-depth study of methodologies used in clinical psychology research and practice to assess differences among individuals in personality, neuropsychological functioning, intelligence/aptitude, achievement, and forensic issues. Discussion will include the qualities of a good test, how tests are used in current research, as well as limitations and ethical issues involved in clinical assessment.

Prerequisite: Psych/Neuro-201.

PSYCH 362 - Moral Psychology

Dyer

This course will go beyond the broad moral conceptions of “good” versus “evil” and will take a nuanced look at moral judgment and decision-making. Topics include moral development, moral emotions, political differences, moral reasoning and intuitions, deception, and altruism. We will explore these topics with a focus on empirical research.

Prerequisite: Psych/Neuro-201. Offered: Spring.

PSYCH 367 - Psychological Bias in the Justice System (1)

Williams

How does group membership (e.g., sex, race, ethnicity, religion) shape one’s experiences with the criminal justice system? Adopting a chronological approach through an exemplar criminal case (e.g., arrest, arraignment, plea bargaining, trial, sentencing, release), this course will use case law and empirical research to explore the law’s continuing efforts—and shortcomings—in addressing and decreasing bias.

Prerequisite: Psych/Neuro-201.

PSYCH 368 - Animal Behavior

Mancilla (new visiting hire)

Study of animal behavior examining how evolutionary, ecological, genetic, neurological, and cognitive mechanisms influence the behavior of animals. The course will also cover how behavior is modified by learning/training and changes in the environment. Topics include animal communication, territoriality, reproductive behavior, complex social systems, and sensory capabilities. Lecture and discussion of articles from the primary literature.

Prerequisite: Psych/Neuro 201 and Psych/Neuro 204 or Psych/Neuro 205. Crosslisted as: NEURO-368.

PSYCH 369 - Psychology of Gender (1)

An exploration of theoretical and methodological questions in the study of gender in psychology, with special emphasis on feminist perspectives and implications for social change. Our goal is to understand what "gender" is and when it matters, focusing on issues such as stereotyping, discrimination, and access to power. Key topics include understanding sex vs. gender, transgender studies, intersectionality (i.e., how other aspects of identity such as race, class, ability, age, etc. interact with gender), masculinity studies, gender discrimination in the workplace, and gendered violence.

Prerequisite: Psych/Neuro 201. Offered: Fall.

PSYCH 371 - Emotion (1)

Faig

Everyone experiences emotions, but how we define them and measure their impact on daily life is a question that psychologists are still working on today. In this course, we will explore how emotions shape behavior, cognition, interpersonal relationships, and biology. Questions covered will include: What would life be like without emotions? Are emotions experienced similarly across cultures? Do nonhuman animals have emotions? How do emotions affect health?

Prerequisite: Psych/Neuro 201. Crosslisted as: NEURO-371. Offered: Spring.

PSYCH 372 - Psychology in a Pandemic (1)

In this course, we will focus on applying psychological theories to the perceptions of and reactions to a global pandemic. Key topics include theories of need fulfillment, responses to real and perceived threats, impact of the media on mental health and observed behaviors, and theories related to group dynamics. Discussion will include the impact of age, gender, race/ethnicity, and socioeconomic status on lifestyle and subsequent mental wellness during a health crisis.

Prerequisite: Psych/Neuro-201.

PSYCH 373 - Health Psychology (1)

Faig

An overview of how interactions between mind and body contribute to health and well-being. Health psychologists investigate how to promote health, as well as how to prevent, cope with, and recover from illness. In this class, we will examine the interplay between various psychological, social, and environmental factors as they relate to general health outcomes and specific diseases. Topics include stress management, social relationships, personality traits, placebo effects, and behavioral changes such as eating, sleep habits, exercise, and drug use.

Prerequisite: Psych/Neuro-201. Crosslisted as: NEURO-373.

PSYCH 374 - Social Influence (1)

In this course we will examine the social influences that drive our attitudes and behaviors. We will explore different models of persuasion, cognitive dissonance, conformity, compliance, obedience, and the group processes that affect our attitudes and behaviors in everyday life. Emphasis on empirical research.

Prerequisite: Psych/Neuro-201.

PSYCH 380 - Research Design (1)

Dyer

Advanced study of psychological research methods, with a focus on critically evaluating original research, independently designing and executing studies, and writing scientific research reports. Topics include reliability and validity, experimental and non-experimental methods, and effective design of studies.

Prerequisite: Psych/Neuro 201. Offered: Fall.

PSYCH 455 - Field Study in Psychology (1)

Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological,

educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology.

Prerequisite: three courses in psychology and departmental permission. Offered: Fall.

PSYCH 500/501 - Senior Project

The Department

Supervised research on a specific problem in psychology. Psych 500 is only offered in the fall semester. Psych 501 is only offered in the spring semester. Students who will finish their degree requirements in December who want to complete a full-year senior project will need to take Psych 500 in the fall three semesters prior to completion and Psych 501 in the spring two semesters prior to completion. Such students will need to consult with the chair of the Psychology Department in the spring semester prior to taking Psych 500 (i.e., four semesters prior to completion of degree requirements) in order to be included in the advisor assignment process. Students who are unable to follow this timeline will be required to complete a one-semester senior project.

RELST-Religious Studies

RELST 103 - Religion and Politics in the Bible (1)

Ravven

Close reading of selections from the Jewish Bible (Old Testament) that address the nature of political leadership, the nation, justice, and the best form of government. Examination of the relation between religion and politics in the Bible and in the Israelite nation. Comparison with works from other cultures (Greece, Rome, Islamic world) that focus on justice, the role of religion in politics, or biographies of political leaders. In addition to the Bible, readings may include Sophocles' Antigone, Machiavelli's The Prince, the Roman Stoics, and Arabic political texts.

Offered: Spring.

RELST 104 - Race, Ethnicity, and Religion in America. (1)

Newell

This course explores the complex ways in which race, ethnicity, and religion—as components of both individual and group identities—have been related in American history from the colonial period to the present day.

Offered: Spring.

RELST 111 - Ancient Jewish Wisdom (1)

Ravven

Exploration of major themes in the Jewish Bible (Old Testament).

Offered: Fall.

RELST 115 - Parables (1)

Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano.

Offered: Fall.

RELST 120 - Religious Diversity in the USA (1)

S Brent Rodriguez-Plate

Religious diversity has been noted in big cities like New York and Los Angeles. But smaller cities like Utica have also diversified, seeing unprecedented population shifts in recent years. This course will take advantage of our proximity to Utica, and explore the mosques, temples, synagogues, and churches that exist there today, as well as explore the rich religious history of Central New York, including the Great Awakenings, Utopian communities, and recent immigration patterns.

Offered: Spring.

RELST 122 - Encountering Hinduism: Sacrifice, Soul, and Image (1)

Abhishek Amar

This survey examines historical and current practices of Hinduism in a variety of social and religious contexts. It introduces students to essential beliefs, doctrines, institutions, and popular practices of Hinduism. Readings are drawn from the Vedas, Upanishads, Puranas, Epics and devotional poetry. Its multi-disciplinary approach draws upon literary, artist and performative sources including popular media and film.

RELST 125 - Church and State: Religious Education in Late Antique Rome

Martin Shedd

As Christians rose to predominance over the Roman world in the fourth through sixth centuries A.D., they faced governing a society built upon centuries of non-Christian traditions for everything from statecraft and holidays to literature and education. Prominent thinkers of the age grappled with whether the famous authors and works of the

polytheistic past could be used responsibly in a Christian upbringing. This course will focus on the interrelationship between religious belief, moral values, and politics in the realm of education through the works of Late Antique Roman authors, both Christian and those following traditional Roman religion.

Crosslisted as: CLASC-125. Offered: Fall.

RELST 129 - Native American Spiritualities (1)

Schermerhorn

In order to develop a broad understanding of the religious lives of Native Americans, we explore diverse practices and worldviews. We begin with an examination of how Native American worldviews are unique and differ from modern-Western worldviews. With this grounding, we delve into explorations of the multifaceted history of Native American traditions including the Ghost Dance, the Sun Dance, religious freedom issues pertaining to the use of peyote, struggles over sacred places, and complex native engagements with Christianity.

Crosslisted as: AMST-129. Offered: Fall, Spring.

RELST 131 - Global Christianities (1)

Seth Schermerhorn

Who owns Christianity? By the twenty-first century, the heartland of Christianity has shifted from Europe and North America to the Global South (Latin America, Africa, and Asia). Topics include the global reach of Christian missions and local appropriations of Christianity.

Offered: Spring.

RELST 133 - American Freedom and Religious Thought

Jeff McArn

The Bible has been used throughout American history to justify various oppressions including slavery, gender inequality, and homophobia. Through exploring the biblical material that has historically supported such injustices, and the religious thought that has contributed to liberation movements, this course will seek to discover the meanings of the defining American mantra of "freedom." We will examine such "theological" thinkers as Jefferson, Lincoln, Frederick Douglass, Harriet Beecher Stowe, Reinhold Niebuhr, Martin Luther King, Jr., Malcolm X, Elizabeth Cady Stanton, and James Baldwin.

Crosslisted as: AMST-133.

RELST 134 - Americanism, Ballots, and Consumption: The ABCs of American Religion (1)

Newell

This course explores a variety of roles religion has played in American culture(s) and some of the ways that American culture has influenced Americans' religious practices. We will focus on three areas: identity (Americanism), politics (Ballots), and economics (Consumption). In particular, we will consider how religion is involved in the construction of American identity and the exclusion of some people from American polity; how religion is (and is not) intertwined with our political system; and how religion affects – and is affected by – Americans' economic practices

Crosslisted as: AMST-134. Offered: Fall.

RELST 137 - Ancient Healing and Magic

Griffis

The world of antiquity was populated with spirits and invisible forces, and with attempts to breach the divide between this world and others. What did people hope to accomplish when they wore an amulet, threw sheep knuckles as dice in consulting an oracle, wrote on a curse tablet, or offered votives to a god? This course examines miracles and magic as modes of intervention, focusing on the first through fifth centuries CE. We will discuss the technologies of facilitating such encounter and multiple categories of magical activity through attention to archaeological artifacts and ancient texts.

Crosslisted as: HIST-137, CLASC-137. Offered: Fall.

RELST 138 - Sin

Sarah Griffis

Thinkers in antiquity disagreed about what acts or dispositions ought to be included in the category of wrongdoing, what the nature of sin was, and what, if anything, could be done about it. In this course we examine these conversations from antiquity. Most of our time will be spent on Greco-Roman sources from the first four centuries CE: the New Testament, early Christian apologists, martyr texts, sophists, legal historians, and philosophers. But part of our work will be understanding the legacy of thinking around sin that people in these centuries inherited. To that end, we will read about sin in the Hebrew Bible, a Greek tragedy, Aristotle, and Hellenistic Jewish writings.

Crosslisted as: CLASC-138, MDRST-138.

RELST 139 - The Quran: The Scripture of Islam

Mawani, A

How does an ancient scripture play a role in the daily lives of Muslims? Students study how the structure and literary features of the Quran produce meaning for its readers. We will also explore the functions that the Quran performs beyond the text such as in ritual, art, and architecture. Students learn the traditional methods that have been used to understand this rich text along with new, critical approaches by modern scholars, including feminist readings of the scripture and responses to alleged controversial verses.

Crosslisted as: ASNST-139.

RELST 143 - The Sacred in South Asia (1)

Abhishek Amar

What constitutes the sacred in south Asia? Is it a person, place, river, hill, temple or nature/ecology? Where and how did the notion of sacrality emerge in South Asia? Is it linked exclusively to religious institutions or is it found in the daily lives of people? This course will examine these questions by exploring the multiple religious traditions of South Asia and examining their essential beliefs, doctrines, institutions, rituals and popular practices through a study of texts, material culture, films and ethnographic accounts.

Offered: Spring.

RELST 144 - Indian Buddhism

Abhishek Amar

An introduction to origins, essential beliefs, popular practices and institutions of Buddhism. Examines the life of Buddha, his teachings (Dharma) and Buddhist communities through a range of Buddhist texts, art and archaeological sources.

Crosslisted as: HIST-144 ASNST-144. Offered: Fall.

RELST 145 - World Films, World Faiths (1)

Rodriguez-Plate

Introduces the practices and beliefs of several major world religions (including Judaism, Christianity, Islam, Hinduism and Buddhism) through the medium of film. Exploring Japanese anime, Indonesia documentaries, video films from Ghana, Bollywood mythologicals, Jesus-films from Latin America, Korean-Buddhist films, contemporary fictional glimpses into Jewish life, and more, shows how religious people live and struggle and find joy, by using the audio-visual medium of film.

Offered: Fall.

RELST 146 - Medieval Christianities

Eldevik

A survey of the development of the Christian religion in premodern Eurasia and the Mediterranean, from its elevation to a state cult in the later Roman Empire to about 1450. Special consideration will be given to the growth of the church and processes of conversion, the problem of authority versus heresy and heterodoxy, and the relationship of the Christian churches to Islam and other non-Christian peoples. Stress on basic skills in the study of history. Maximum enrollment, 18.

Crosslisted as: HIST-146. Offered: Spring.

RELST 150 - Pop Culture/Pop Religion (1)

Rodriguez-Plate

Looking at graphic novels and comics, listening to music, watching television and playing video games can all lead us to understand religion. Religion may be about ancient texts and doctrines, but it is also reconceived in the present day through popular cultural texts. Alternates between popular culture artifacts and theories of religion, allowing students to rethink the religious underpinnings of much "secular" popular culture, but also to rethink the idea of religion as well.

Offered: Fall, Spring.

RELST 155 - Religion in the Wild (1)

S. Brent Rodriguez-Plate

Jesus, Moses, Siddharta, and Mohammed all had significant experiences in the wilderness. These experiences shaped their lives and the religious traditions that they helped found. We will read philosophers, mystics, and spiritual seekers who have gone to untamed spaces for inspiration, right up to the present day. The course begins with a mandatory designated XA orientation trip in August.

Crosslisted as: ENVST-155. Offered: Fall.

RELST 160 - Everyday Islam (1)

Usman Hamid

Introduction to the study of Islam as an everyday lived religion. The course uses interdisciplinary approaches to understanding Muslim beliefs, practices, and institutional

practices. Particular focus on questions of revelation, devotion, law, spirituality, and aesthetics. Students develop facility with analyzing Islamic texts and material culture.

Crosslisted as: ASNST-160. Offered: Fall.

RELST 160 - Everyday Islam (1)

Usman Hamid

Introduction to the study of Islam as an everyday lived religion. The course uses interdisciplinary approaches to understanding Muslim beliefs, practices, and institutional practices. Particular focus on questions of revelation, devotion, law, spirituality, and aesthetics. Students develop facility with analyzing Islamic texts and material culture.

Crosslisted as: ASNST-160. Offered: Fall.

100-300

RELST 132/332 - Holocaust Literature and Films. (1)

Ravven

An examination of victims, perpetrators, rescuers, resistors, and bystanders through selected memoirs, fiction, documentaries, and other films. Students who take the course as 332 will have longer writing assignments including a longer research paper or creative project.

Offered: Fall.

RELST 204 - The Education of Desire (1)

Ravven

A close reading of Spinoza's masterpiece, The Ethics, with a view to understanding its contemporary implications in the light of the new brain sciences.

Prerequisite: One course in Religious Studies or Philosophy. Offered: Fall.

RELST 206 - Pirates, Ports, and Piety: Religion Across the Indian Ocean World (1)

Philip Friedrich

Long before the modern rise of globalization, the Indian Ocean world was defined by the movements of itinerant merchants, saints, pilgrims, and adventurers across the political boundaries of empires and kingdoms. What role did religion and the bonds of faith play in empowering the kinds of mobility and circulation characteristic of the Indian Ocean? This course will use the ports of south India and Sri Lanka as launching points to trace the circulation of religious objects, people, and ideas across the Indian Ocean.

Offered: Fall.

RELST 209 - Islamic History and Culture (1)

Usman Hamid

An interdisciplinary exploration of Muslim societies from the 7th century to the present. Beginning with the origins of Islam, the history of the Quran, and the biography of the Prophet, the course examines how questions of political authority, religious practice, and cultural exchange were navigated as the Muslim community developed. We read texts from Islam’s rich literary heritage and pay close attention to the ways in which the Muslim past continues to animate contemporary debates, practices, and imagination.

Crosslisted as: ASNST-209, HIST-209.

RELST 211 - Islamic Spirituality, Mysticism, and Devotion

Usman Hamid

Introduction to the rich tradition of Islamic spirituality, mysticism, and devotion, sometimes lumped together under the category of Sufism. We shall adopt an interdisciplinary approach, focusing on key ideas, practices, and institutions that mark these diverse traditions. Students will read Qur’anic verses, Prophetic traditions, didactic literature, devotional poetry, and hagiographies. At the same time, we shall engage closely with questions of rituals, lived experience, built environments, and aesthetics.

Crosslisted as: ASNST-211. Offered: Spring.

RELST 215 - Religion in Film (1)

Humphries-Brooks

Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture.

Crosslisted as: AMST-215. Offered: Fall.

RELST 220 - Coming of Age (1)

Meredith Moss

This course presents several case studies of adolescent rites of passage, including the Navajo Kinaaldá puberty ceremony, gender socialization of Hasidic adolescents in Brooklyn, and youth innovation among Latina gang members in Northern California. Students examine ways in

which these adolescent girls and boys navigate coming of age through rituals, observances and obligations, and the communities' policing of adolescent behavior through discourses about childhood, adulthood, and change.

Offered: Spring.

RELST 221 - Sites of Divine Encounter

Sarah Griffis

How did Christians, Jews, and others in antiquity imagine God/gods were active in their lives? What is the relationship between space and this divine-human encounter? This site-based class will consider these questions through attention to ancient texts and material culture, studying divine-human interaction at sites where it was thought to occur and the practices that facilitated it. We will explore, for example, a sacred tree in Athens, healing sanctuaries in Asia Minor, ancient city acropoleis, the earliest Christian churches, and underground temples to chthonic gods.

Crosslisted as: ARTH-221, CLASC-221. Offered: Spring.

RELST 224 - Indigenous Revitalization Movements (1)

Moss

This course examines cultural and linguistic revitalization efforts among various cultural groups, particularly indigenous peoples of North America. This interdisciplinary course will draw from the fields of anthropology, religious studies, linguistics, and education in order to study the history of traditional religious and linguistic practices in several communities and the various forms of revitalization efforts programs being used.

Offered: Spring.

RELST 225 - Mass Media and the Jewish Experience

Bair

Jews' relationship to mass media has long been stereotyped and misunderstood. This course raises questions about race, ethnicity, and modern media by exploring the intersecting developments in mass media – including publishing, photography, film, and television – with Jewish history in Europe and the United States. How and why did media industries offer Jews social mobility? How do different media enable assimilation, passing, or stereotyping? How and when have Jews used visual media to assert their identity, including by aligning with other minorities and outsiders? Topics include print culture in Eastern Europe; the Yiddish avant-garde; Jewish Hollywood; Zionist aesthetics; photojournalism and the Holocaust; and Jewish photographers in the Civil Rights Movement.

Crosslisted as: ARTH-225, CNMS-225.

RELST 228 - History of Iran (1)

Usman Hamid

This course traces the history of Iran from Late Antiquity to the modern period. It looks beyond the geographic territory of the modern nation state of Iran and considers the impact of Persian culture in the Middle East, Central Asia, and South Asia. Topics include the cultural and political legacy of pre-Islamic Iran; the impact of the Arab conquest; the Perso-Islamic cultural synthesis; the rise of Turkic and Mongolian dynasties; the emergence of Shi'ism as a state religion in the early modern period; and social and political roots of the Iranian revolution in the twentieth century.

Crosslisted as: ASNST-228, HIST-228. Offered: Spring.

RELST 230 - Modern Jewish Thought

Yonatan Shemesh

This course introduces students to the main themes and problems of modern Jewish religious thought. We will trace this intellectual tradition in broad strokes, from its foundations in the early modern period up through current trends in Jewish theology. Students explore the many ways in which Jewish thinkers have reconfigured Judaism and Jewish identity in the modern world.

Offered: Spring.

RELST 231 - Judaism and Social Justice

Ethan Bair

Jews have been at the forefront of many modern and contemporary social justice movements, including the labor movement, the struggle for civil rights, environmental justice, gender equality, and LGBTQ equality. Why? What does Jewish tradition actually say about social justice? After introducing students to key texts, tools, terms and relevant global, historical social movements, the second half of the course will dive more specifically into how liberal Jews and Judaism have engaged with these pressing issues. Students will have regular opportunities to study texts in pairs (*chavruta*); will engage in experiential learning through direct involvement with an active Jewish social justice organization; and complete a final project that furthers the aim of their

assigned advocacy organization.

RELST 232 - Religion and Language (1)

Moss

This course examines complex relationships between the categories of 'religion' and 'language,' particularly the ways in which discourse and linguistic variation constitute social groups and police social boundaries. In particular, we will use tools of critical discourse analysis to extrapolate ideologies at work in various discursive communities and communities of practice.

Offered: Spring.

RELST 234 - Sacred Journeys (1)

Seth Schermerhorn

What is pilgrimage? Why do people go on pilgrimages? We begin to answer these questions by exploring pilgrimage traditions from across the globe to see religions, not as static, but as dynamic, living, and in motion. In attending to movement--crawling, walking, dancing, riding, driving, or flying--we investigate how traveling across sacred landscapes connects pilgrims with the places they travel through as well as those who have gone before them. Topics may include methods and theories in pilgrimage studies from the Americas and Europe.

Offered: Fall.

RELST 238 - Memory, Tradition, and Contemporary Native American Issues

Wendy Felese

Taking a broad, inter-disciplinary approach, students become familiar with issues facing contemporary American Indian communities. Confronted with unprecedented political, environmental, and cultural challenges, Indians continue to mobilize ancient values to effectively reimagine and reshape them for the contemporary context. Drawing from historiography, literary analysis, and knowledge of current Indigenous leaders, we examine how relationality, resilience, adaptability, and revitalization are informing Native-led social movements while also reconnecting American Indians to their spiritual foundations in times of turmoil and difficulty. Students will have opportunities to engage in discussions with Native spiritual and cultural leaders and will also present their own research projects.

RELST 239 - Native American Religious Freedom (1)

Seth Schermerhorn

Is American religious freedom a reality, an unfinished project, or merely a myth? This course explores how Native Americans have struggled for religious freedom in the United States, focusing on contemporary legal battles to protect sacred lands, repatriate ancestral remains and objects, and defend the ceremonial consumption of peyote.

Crosslisted as: AMST-239. Offered: Spring.

RELST 240 - Classical Mythology (1)

The Department.

An examination and discussion of the myths of ancient Egypt, Greece and Rome, with particular focus on the reception of these myths in the literature, art, intellectual traditions and social issues of contemporary societies and analysis of how these myths continue to enrich our culture today.

Crosslisted as: CLASC-240. Offered: Fall.

RELST 241 - Religion in the American West (1)

Newell

This course explores and considers three themes in the history of religion in the American West: migrations (movement in and out of the region), locations (the designation of particular places as special), and adaptations (changes over time, in response to changing conditions). The course will use a variety of primary and secondary sources – some texts, but also films, photographs, and other kinds of sources. Students will also do their own research and contribute to the construction of a website about the religious history of the American West.

Crosslisted as: AMST-241. Offered: Fall.

RELST 242 - The Rise and Fall of David (1)

Ravven

A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes.

Offered: Spring.

RELST 243 - Indigenous Oral Traditions (1)

Moss

This course examines various elements of indigenous oral

traditions, including oral literatures, such as creation stories, narratives, oratory, and song. We will study the indigenous modes of performance, such as tone and pitch, gestures, silence, back-channeling, turn-taking, taking of floor, and traditional openings and closings. We will also examine intercultural communication in order to analyze communicative norms, including conversational norms, metaphors, puns, and humor.

Offered: Fall.

RELST 244 - Religious Conflicts (1)

Abhishek Amar

Is religion a source of conflict in the modern world? Investigates examples of religious difference and negotiation from Asia and Europe. Focus on political and religious differences over sacred space, conversion, and Love-Jihad, and interactions among Hindus and Muslims in India.

Crosslisted as: HIST-244. Offered: Spring.

RELST 247 - Religion and Gender in American History (1)

Newell

In this course students examine the ways in which religious ideas have shaped Americans' conceptions and performances of femininity and masculinity, and vice versa. Using case studies from the colonial period through contemporary times, we will explore the ways in which religion both constrained the performance of gender and the ways women and men found (and, sometimes, created) liberating resources within religious traditions. We will pay particular attention to the intersection of religion and gender with race, class, and sexuality.

Crosslisted as: WMGST-247. Offered: Spring.

RELST 249 - Sacred Space in South Asia

Tackes, N.

This course examines the complex relationship between space, society, and religious identity in South Asia, past and present. The course will draw upon Buddhist, Hindu, and Islamic materials to analyze the ways in which the idea of 'sacred space' has been used in political, social, and legal contexts for decidedly secular objectives.

Crosslisted as: ASNST-249.

RELST 251 - Apocalypse Now and Then (1)

Rodríguez-Plate

The end of the world has always been with us. In ancient Hebrew literature, apocalypse was a literary genre that was intended to get people to change their ways. In contemporary media, from television and film to graphic novels, it becomes a trope that signals the end of the world, imaged in grand cataclysmic fashion, and aided by computerized graphics. Through films, literature, sacred texts, and special collections in the library, students will survey the range of media of apocalypse, and will ask questions about why the world seems to always be ending.

Offered: Spring.

RELST 256 - Islam in South Asia (1)

Usman Hamid

An exploration of the rich history of Islam in South Asia with a particular focus on the pre-colonial period. Beginning with questions of Islam's arrival to South Asia, we shall explore the rise of Muslim polities and communities in North India, the proliferation of Sufism across the subcontinent, and the elaboration of Sultanate court culture before focusing on the political, cultural, and religious landscape of Mughal Empire. The course will conclude with a discussion of the impact of colonial rule, modernity, and nationalism in South Asia.

Crosslisted as: ASNST-256, HIST-256. Offered: Spring.

RELST 257 - The New Testament

Griffis

A critical introduction to the literature and history of New Testament Christianity.

Crosslisted as: CLASC-257.

RELST 259 - Religion and Politics in Spinoza (1)

Ravven

Study of the Radical Enlightenment political theory of the philosopher Spinoza, who greatly influenced American Revolutionary thinking. We will pay special attention to Spinoza's insistence on the privatization of religions in the modern polity and his invention of a civil religion to bolster democratic institutions and freedoms.

Offered: Spring.

RELST 262 - Islamic and Jewish Political Philosophy (1)

Shemesh

Students examine the history of political philosophy in the medieval Islamic world. We begin with early debates about the value of philosophy versus prophecy. Students analyze key works by Muslim and Jewish thinkers who navigated the relationships between religion, politics, and philosophy. Along the way we discuss approaches to divine law, the figure of the philosopher-prophet, logic and language, and human perfection.

Offered: Fall.

RELST 281 - Philosophy as Spiritual Quest (1)

Ravven

Exploration of the spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times through readings from Greek, Jewish, Islamic and/or Christian philosophical works.

Prerequisite: One course in philosophy and/or religious studies. Crosslisted as: PHIL-281. Offered: Spring.

RELST 291 - Imagining Religions (1)

Amar and Schermerhorn

Students will learn to imagine, analyze, and interpret religion(s) in a wide variety of ways. Students will engage critically with categories of religion, sacred space, the other, colonialism, modernity, globalization, and comparison. Students will create interdisciplinary interpretative projects, drawing upon both text and images.

Offered: Spring.

200-400

RELST 260/460 - The Self Beyond Itself (1)

The Self Beyond Itself: Ethics, Science, and Religion.Multidisciplinary Study of why and when people are ethical --and why and when they are not. Review of contemporary research of neuroscientists on the moral capacity. (Proseminar.) Maximum enrollment, 16. H Ravven.

Offered: Fall.

RELST 303 - Buddhism, Business and State (1)

Amar

Buddhism is often presented as a rational and spiritual philosophy that does not promote either sociopolitical engagements or ritual practices. Questioning this protestant/text-based understanding of Buddhism, this course will examine Buddhist engagements with trade and mercantile communities, state and imperial powers, and ritual and devotional practices in premodern India. Learning about the everyday life of Buddhist monasteries offers insights into today's connections between religious, economic, and government life.

Crosslisted as: ASNST-303, HIST-303. Offered: Spring.

RELST 304 - Religion and Media

Rodriguez-Plate

Investigates the role of various media in shaping religious traditions especially Christianity, Judaism, Islam and Hinduism. Beginning with studies of orality and literacy, we move into the impact of the printing press, then electronic media including Internet and video games.

Prerequisite: One course in Religious Studies or consent of instructor.

RELST 309 - Asian Temples in a Digital World (1)

Thomas Wilson

Examination of Asian religions in ritual, bodily, and spatial contexts. Discussions of textual and visual sources on human ritual interactions with gods; the use and layout of temples and altars, including food offerings, music, dance, representations of deities; and meditation and internal alchemy. Readings in scholarly sources, instruction in digital historical methods of collecting and analyzing materials on the web. Writing assignments include short essays and a final research project of the student's design to be presented with text and images in digital form.

Crosslisted as: ASNST-309, HIST-309. Offered: Spring.

RELST 310 - Seminar: Religion and Environment (1)

This interdisciplinary seminar explores the traditional ecological knowledge (TEK) of indigenous peoples. Drawing upon scholarship from such diverse fields as acoustic ecology, ethno-ecology, ethnography, geography, environmental history, Native American and Indigenous Studies, and religious studies, we will examine indigenous knowledge about particular species and relationships between them.

Crosslisted as: AMST-310, ENVST-310. Offered: Spring.

RELST 313 - Seminar Religion and Modern Art (1)

Rodriguez-Plate

Investigates the ways religious traditions have continued to influence the visual arts into the modern and postmodern periods. Topics range from the theosophical inclinations of Kandinsky and Mondrian to the mystical inclinations of abstract expressionism, from the "blasphemous" images of Ernst and Dix to the meditational video work of Gary Hill and Bill Viola. Media covered include painting, sculpture, video, architecture, and film. Recent exhibitions such as "Negotiating Rapture," "Traces du Sacre" and "The Third Mind" will be discussed.

Prerequisite: one course in religious studies or art history. Offered: Fall.

RELST 314 - Defining God: The Early Christian Councils

Martin Shedd

An in-depth, interactive exploration of the first four Ecumenical Councils of the Christian church, their political and historical background, and the conflicting theologies of the period. Students will engage in a several-week roleplaying exercise for the Council of Nicaea, taking on the character of one of the historical attendees, researching their doctrinal positions, and contributing their arguments to the conciliar debates. The second part of the course will cover the Councils of Constantinople, Ephesus, and Chalcedon, their theological debates, and relationship with the Council of Nicaea.

Prerequisite: One course in CLASC, GREEK, LATIN, or RELST. Crosslisted as: CLASC-314.

RELST 317 - Jesus and the Gospels (1)

Humphries-Brooks

A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus.

Prerequisite: one course in religious studies. Offered: Spring.

RELST 321 - Raging Gods: Scorsese and CoppolaÃ¢â‚¬â„¢s Religious Films (1)

Humphries-Brooks

The religious in the films of Martin Scorsese and Francis Ford Coppola. As American New Wave auteurs they contribute to the emergence of a new sacramental style in American film. We pay attention to the film traditions that inform their development, e.g. Italian neo-realism, horror, film noir and French New Wave. A look at the influence of their Roman-Catholic, Italian-American religious culture.

Prerequisite: two courses in religious studies and/or cinema & new media studies or consent of instructor. Crosslisted as: AMST-321. Offered: Fall.

RELST 329 - Art of Devotion: Visual and Material Culture of Islam (1)

Usman Hamid

What is the relationship between aesthetics, material culture, and religious experience? In this course we explore this question by examining the aesthetic traditions of Islam, focusing on how Muslims have used literature, visual art, musical performance, and architecture as modes of religious expression and creativity. Through studying aesthetics and devotion in the Islamic tradition, we will reflect on questions of cultural appropriation and reuse, politics of representation, and the global circulation of objects, peoples, and capital.

Prerequisite: one 200-level course in Asian Studies, History, or Religious Studies. Crosslisted as: ARTH-329, ASNST-329, HIST-329. Offered: Fall.

RELST 330 - Martyrdom in Antiquity

Sarah Griffis

The word "martyrdom" is a site of live debate about ethics, from religious extremist martyrs to the label "martyr complex." Who is willing to suffer, and for what? Is that willingness justifiable, pathological, or terrorism? Must one die, or is it enough to suffer?. Christians in antiquity also asked these questions in response to persecution under the Roman Empire, as well as in the centuries after. Others in antiquity too considered the difference between suicide and noble, voluntary death. We will analyze the phenomenon of martyrdom in antiquity through a variety of textual attestation.

Prerequisite: One course at the 200-level or above in RELST, CLASC or MDRST. Crosslisted as: CLASC-330, MDRST-330. Offered: Spring.

RELST 335 - Philosophy and Revelation: Maimonides'' Guide of the Perplexed

Yonatan Shemesh

In this course students undertake a careful study of Moses Maimonides’ Jewish-philosophical masterpiece, the Guide

of the Perplexed. Class sessions will be devoted to analyzing the text and exploring the book's major philosophical and theological themes: the relation between science and religion, the nature of God, creation versus eternity, prophecy, divine providence and the problem of evil, law and politics, and the purpose of human existence.

Prerequisite: One course in RELST, PHIL, MDRST, or Middle East & Islamic World Studies. Crosslisted as: MDRST-335. Offered: Spring.

RELST 338 - Mormonism in America and the World

Newell

Leo Tolstoy reportedly declared Mormonism the "quintessential" American religion. And the LDS Church has reported phenomenal growth in the United States and abroad. But despite its recent prominence in national news and American culture, most outsiders know little about this "American original." In this class, we will explore the history and contemporary manifestations of the religion(s) founded by Joseph Smith in the nineteenth century.

Prerequisite: One course in American history or Religious Studies, or instructor consent.

RELST 347 - Native Christianities (1)

Schermerhorn

Survey of a variety of Christianities, diversity in the two thousand year global history of Christianity, the history of Christianity among the indigenous peoples of the Americas since 1492 with a focus on the present. The bulk of the course will delve into the diversity and complexity of contemporary indigenous engagements with Christianity.

Offered: Spring.

RELST 349 - American Scriptures--Methods (1)

Quincy Newell, Benj Widiss

Can a secular nation have sacred texts? How do writings achieve that status, and what results? We'll ask these questions of works dating from before the US's founding to the current day. We'll consider how and why groups have taken specific texts as authoritative and how these documents have shaped understandings of what it means to be human, live well, and be American, among other "big questions." Possible readings include essays, speeches, stories, and poems from the Declaration of Independence and The Book of Mormon to MLK's "I Have a Dream" and Beyoncé's performance of "Lift Every Voice."

Prerequisite: Two courses in Literature or Religious Studies, or consent of instructors. Crosslisted as: LIT-349. Offered: Fall.

RELST 357 - Seminar: Death, Dying and the Afterlife (1)

A. Amar

How do humans prepare to die? What happens to the soul after death? What techniques are used to achieve immortality or better afterlife? Examines death and the afterlife from medical, philosophical and religious perspectives, focusing on Buddhism, Hinduism and Islam.

Offered: Spring.

RELST 375 - Seminar: Religion, Art and Visual Culture (1)

Rodriguez-Plate

What do the visual arts tell us about religions in ways that written texts alone cannot? How do religious practices actually train religious people to see? Such questions will begin our examination of various media (including painting, calligraphy, architecture, film, and comics) in conjunction with various religious traditions (Christianity, Islam, Judaism, Hinduism, Buddhism).

Prerequisite: one course in either art history or religious studies. Crosslisted as: ARTH-375. Offered: Spring.

RELST 396 - Seminar: History of Gods (1)

Wilson

This historiography course offers a comparative study of how gods have been conceived and venerated in early Mediterranean and Asian societies. Students read liturgical texts, hymns and myths to consider the variety of conceptions of gods and the range of ritual forms used to venerate them across the Euro-Asian continent. Draws from theoretical readings to consider such problems as polytheism and monotheism, myth and ritual. Each student shall determine in consultation with the faculty whether his or her written work will focus on historiography or research.

Prerequisite: one 200-level History course. Crosslisted as: HIST-396. Offered: Spring.

RELST 498 - Senior Project Seminar (1)

Amar

Students perfect research skills necessary for the senior project. Keeping their project in mind, students review

relevant literature, develop conceptual and theoretical frameworks, and collect and study source materials. Subsequently they submit a proposal, abstract, annotated bibliography and drafts leading to the final project. Emphasis given to analysis of structural, institutional, and social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities.

Prerequisite: Restricted to senior majors in Religious Studies. Offered: Fall.

RELST 501 - Honors Program (1)

The Department

A project resulting in a substantial essay supervised by a member of the department.

Prerequisite: consent of instructor. Offered: Fall, Spring.

RELST 502 - Honors Program (1)

The Department

Continuation of the honors project resulting in a substantial essay supervised by a member of the department.

Prerequisite: consent of instructor. Offered: Fall, Spring.

RSNST-Russian Studies

RSNST-Translation

RSNST 100 - Murder, Civil War, and Opera (1)

Keller

Ivan the Terrible murdered his heir, and left Russia to face economic collapse and mass hunger without a stable government. Then things got really bad. Did Boris Godunov murder Tsarevich Dmitri? Was the First False Dmitri for real? Only Pushkin knew for sure, but it took Modest Mussorgsky to wrap it up in the greatest Russian opera of all time. This course will explore the relationships between history, art and national identity in Russia.

Crosslisted as: HIST-100. Offered: Fall.

RSNST 105 - Introduction to Russia: Russians and their Relationship toAuthority (1)

Rivera, S

Introduction to Russian civilization through an exploration of how Russians view and respond to authority. Use of biographies, historical accounts, film, and fiction to examine the lives of key leaders as well as important societal actors that have commanded respect in Russian, Soviet, and post-Soviet life.

Offered: Fall.

RSNST 107 - Revolution of the Living Word: Popular Music, Mass Film, Performance, and New Media in Russia

Cieply

Survey of twentieth- and twenty-first-century Russian culture. Focus on popular forms like music, mass film, and "stadium poetry," as well as experimental forms like performance, Conceptualist art, and new media.

RSNST 169 - Dreams, Visions and Nightmares: Introduction to Russian Film

Bartle

Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to Russian culture and to the basic grammar of film analysis. Films include *Strike*, *Brother*, *Burnt by the Sun*, *The Thief*, and *The Return*.

RSNST 202 - Beyond Totalitarianism: Becoming Oneself in Stalin''s Soviet Union (1)

Jason Cieply

Students will explore a variety of cultural artifacts (literature, film, song, visual art, and architecture), personal documents (diaries and letters), and secondary literature, which speak to the real, subjective experience of life in the Soviet Union under Stalin.

RSNST 213 - Politics in Russia

S. Rivera

Examines political processes in Russia after the collapse of communism in the former Soviet Union. Central focus on explaining the rise of multi-party democracy in the 1990s and the subsequent consolidation of authoritarian rule under Vladimir Putin. Topics include the creation of political parties, the state’s use of propaganda and the media, the problem of corruption, and the prospects for democracy in the future.

Prerequisite: Take any one of the following: GOVT-112, GOVT-114, RSNST-100, RSNST-105, HIST/RSNST-221 OR HIST/RSNST-222 or permission of instructor - Must be completed prior to taking this course. Crosslisted as: GOVT-213.

RSNST 221 - Early Russian History From Rurik to Alexander II (1)

Keller

A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia.

Crosslisted as: HIST-221. Offered: Fall.

RSNST 222 - Modern Russian History (1)

Keller

An overview of Russian history from the emancipation of the serfs to the collapse of the Soviet Union. Themes of the course include how Russia and the USSR dealt with their sense of "backwardness" compared to Europe, the multi-national and multi-religious nature of this vast Eurasian state, and the meanings of "modernity."

Crosslisted as: HIST-222. Offered: Spring.

RSNST 225 - Madness, Murder and Mayhem: Nineteenth-Century Russian Literature (1)

Bartle

Readings of representative works with emphasis on major literary movements, cultural history, and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky and Tolstoy, as well as some critical materials. Not open to first year students.

Crosslisted as: LIT-225. Offered: Fall.

RSNST 227 - Literature and Revolution: Twentieth- and Twenty-First Century Russian and Soviet Fiction.

Cieply

This course offers a survey of twentieth- and twenty-first-century Russian and Soviet fiction, focusing on the literature that defined this transformative period in Russia's modern history.

RSNST 237 - Russia and the World

David Rivera

The course will examine Russia's relations with both its post-Soviet neighbors and the West from the Tsarist era to the present. Topics to be covered include: the formation of the Russian Empire, the Cold War, the evolution of Russian-Western relations since the collapse of communism, Russia's annexation of Crimea in 2014, and the outbreak of a major war with Ukraine in 2022. A central theme of the course will be the evolution of Russian national identity, especially as it relates to Russia's status as an empire and its relationship with the West.

Prerequisite: Take any one of the following: GOVT-114, RSNST-100, RSNST-105, HIST/RSNST-221 OR HIST/RSNST-222 or permission of instructor - Must be completed prior to taking this course. Crosslisted as: GOVT-237.

RSNST 298 - Advanced Language and Culture (0.25)

Department

1/4-credit class that must be taken in conjunction with a course in English. Additional weekly session to analyze and discuss the material in the original language. May be repeated for credit.

Offered: Fall, Spring.

RSNST 311 - Transitions to Democracy (1)

S. Rivera

Examines the origins and durability of transitions to democratic forms of governance in authoritarian states. Topics include the roles in democratization played by leadership, ethnic diversity, political institutions, and geography. Emphasis on critical reading of the large theoretical and empirical literature on democratization. Case studies will be drawn from the countries of the former Soviet Union and East-Central Europe, although students interested in other parts of the world are welcome.

Prerequisite: One 200-level course in comparative politics or international relations. Crosslisted as: GOVT-311. Offered: Fall.

RSNST 322 - Russiaâ€™s Destiny: Political Thought from Peter to Putin (1)

Keller

Russian thinkers have long been tormented about where they belong in the world. Imperial Russia wanted to be a great European power, but the Slavophiles argued that Russia had a unique destiny that was neither European nor Asian. The Soviet Union suppressed but never destroyed these ideas, and Putin uses them to legitimize his government. This historiography seminar will study Russian political philosophy with an emphasis on the meaning of history.

Prerequisite: Any 200- level history course. Crosslisted as:

HIST-322. Offered: Spring.

RSNST 333 - Topics in Survey Research (1)

S. Rivera

This course will introduce students to basics of survey research, with a particular focus on measuring political, economic, and foreign policy attitudes. The class will analyze and report on the findings of an original survey of Russian elites. (Oral Presentations.)

Prerequisite: GOVT 213, HIST 221 or 222, any 200-level GOVT course in comparative politics or international relations, or permission of instructor. Crosslisted as: GOVT-333. Offered: Spring.

RSNST 345 - The Soviet Union as a Multi-National State (1)

Keller

The USSR claimed to be a revolutionary political form: a state based on the voluntary union of workers from over 100 different nationalities. The Bolsheviks intended to lead Russian peasants, Kyrgyz nomads and Chechen mountaineers together into the bright Communist future. What they actually achieved is another question. This research seminar explores the concepts of nation, empire and modernization in the Soviet context.

Prerequisite: One 200-level history course. Crosslisted as: HIST-345. Offered: Spring.

RSNST 386 - Theories of International Relations (1.00)

D. Rivera

Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods.

Prerequisite: GOVT-114 and One 200-level course in Comparative Politics or International Relations. Crosslisted as: GOVT-386. Offered: Fall.

RSNST 550 - Senior Seminar (1)

Bartle

Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only.

Offered: Fall, Spring.

RUSSN-Russian Language

RUSSN 110 - First-Term Russian (1)

Cieply

An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations.

Offered: Fall.

RUSSN 120 - Second-Term Russian (1)

Bartle

Continued development of skills in spoken and written Russian. Intensive use of audio/visual and computer materials.

Prerequisite: 110 or equivalent. Offered: Spring.

RUSSN 210 - Third-Term Russian

Severina

Further development of conversation and composition skills, with an emphasis on contemporary topics.

Prerequisite: 120 or equivalent.

RUSSN 220 - Fourth-Term Russian (1)

Cieply

Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music.

Prerequisite: 210 or equivalent. Offered: Spring.

RUSSN 370 - Readings in Nineteenth-Century Russian Literature

Severina

Close reading in Russian and English of canonical literary works from the nineteenth century to the present day. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. May be repeated for credit with permission of instructor.

Prerequisite: 220 or equivalent.

RUSSN 380 - Advanced Russian II (1)

Cieply

Continuation of Russian Studies 370. Works of literature and culture examined in their historical and social context. Particular attention devoted to the improvement of reading and writing skills. Focus on translation questions.

Prerequisite: Russian 220 or consent of instructor.

SOC-Sociology

SOC 101 - Introductory Sociology (1)

Kucinskas

Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life.

Offered: Spring.

SOC 110 - American Society (1)

The Department

An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture.

Offered: Fall.

SOC 126 - The Sociology of Health and Illness

Matt Grace

This course will give students an introduction to the sociological study of health and illness. While sociologists have taken the study of medicine seriously since at least the 1950s, health and illness are phenomena whose relationship to human society and experience are long and complex. In order to explore this reality, this class will draw on the empirical work of historians, anthropologists, sociologists, and even fiction writers to explore the personal and social elements of sickness and health.

SOC 204 - Social Class in American Society (1)

Department.

Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics.

Offered: Fall.

SOC 208 - Consumer Society and Culture (1)

Jinwon Kim

Shopping and buying are significant social actions and we use them to analyze various aspects of contemporary society. Our daily lives as consumers shape how we identify ourselves, yet at the same time our choices are shaped by politics, gender, social class, race, ethnicity, and education. This course introduces sociological issues connected with mass consumption and modernity; the global commodity chain that connects producers and consumers, commodity fetishism; sources and spaces of aspirational consumption, such as Starbucks; corporate responsibility in the market; and ethical consumption.

Offered: Fall.

SOC 213 - Sociology of Culture (1)

Ellingson

This course introduces students to the sociological study of culture by exploring how sociologists answer the following questions: How does culture work? What makes some types or forms of culture successful or powerful? How are culture and the social word related? How do people use culture to create boundaries between communities, wield power, or change the social order? After Spring Break, we will focus on the sociology of art and will investigate how art worlds are created and change, how reputations are built and why art becomes the locus of social conflict.

Prerequisite: one course in sociology or permission of instructor. Offered: Spring.

SOC 216 - Sociology of Aging (1)

Benjamin DiCicco-Bloom

The proportion of individuals who are aged in a population has significant consequences for the structure and functioning of a nation. This class will draw on classic and contemporary conceptual and empirical material from sociology in order to explore aging. What is aging, and who are the aged? How do social factors like race, class, and gender influence the experiences and outcomes of aging? How should we prepare for the aging of many nations in the coming decades? This course, which is designed to help students to think conceptually about the major themes that animate aging.

Prerequisite: 1 sociology course or consent of instructor. Offered: Fall.

SOC 223 - Law and Society. (1)

Zylan.

Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration of the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems.

Prerequisite: 101 or 110, or consent of instructor. Offered: Fall.

SOC 226 - The Sociology of Health and Illness (1)

Matt Grace

This course will give students an introduction to the sociological study of health and illness. While sociologists have taken the study of medicine seriously since at least the 1950s, health and illness are phenomena whose relationship to human society and experience are long and complex. In order to explore this reality, this class will draw on the empirical work of historians, anthropologists, sociologists, and even fiction writers to explore the personal and social elements of sickness and health.

Offered: Fall.

SOC 228 - Work, Organizations, and Inequality (1)

Timothy Sacco

This course will examine how complex organizations structure work in the United States, how work has changed, and why. We will examine the structure of work from an organizational perspective, which introduces students to a framework for thinking about how social institutions (such as federal policies or racial inequality) shape the experiences of the everyday people. Students will begin to deepen their knowledge about the structure of work in the U.S., why it looks the way that it does today, and who benefits (or does not benefit) from this system.

Offered: Spring.

SOC 229 - Sociology of the Family (1)

Stewart

This course takes a sociological approach to studying families. We will start by examining the different meanings of families, as well as major shifts in family life over time. Then we will analyze contemporary families, considering what form intimate relationships take, how people have and raise children, and experiences of aging. We will pay particular attention to how inequalities of gender, sexuality, race, and social class shape experiences of family.

Prerequisite: one sociology course or consent of instructor. Offered: Fall, Spring.

SOC 231 - Racism and Race in the United States

Alex Manning

This course examines the relationship between racism, racial discrimination, and racial inequality in the US. It investigates how institutions, culture, and social interactions are deeply informed by race and reproduce the structures of inequality that impact the life chances of all people. Through rigorous reading and discussion, students will gain a critical understanding of racism and consider the various ways groups have struggled against racial oppression

Prerequisite: 1 course in sociology or consent of instructor. Offered: Spring.

SOC 232 - Poverty and Inequality (1)

Meredith Madden

This course will explore poverty and inequality in the United States. Using a sociological perspective, students will identify and examine various causes of poverty. Through poverty's lens, students will focus on the impact of structures and institutions on people's lived experiences and life outcomes. Relationships between poverty and life stage, family, education, healthcare, environment, work, and politics will be explored. The course will examine societal responses to poverty at local community, state, and national levels.

Prerequisite: Sociology 101 or 110. Offered: Fall, Spring.

SOC 237 - Political Sociology (1)

Yvonne Zylan

This course surveys contemporary theory and research in political sociology. We begin with a discussion of conceptual and theoretical approaches to the sociological study of power, authority, politics, and policy. We then apply these approaches to a number of topics in the field, including electoral behavior, collective action and social movements, political leadership, and the formation and development of states and social policies.

Prerequisite: One course in Sociology or consent of the

instructor. Offered: Spring.

SOC 238 - Sports and Society (1)

Alex Manning

Society's love of sport is matched by the belief that it is an area not worthy of deeper inquiry or critique. This course aims to understand the paradoxical notion that sport is both one of most powerful and least respected institutions in the modern world. To do so we will work through theoretical approaches to better make sense of these paradoxes and to interrogate the way sport intersects with our understanding of issues like gender, race, politics, and the human body.

Offered: Fall.

SOC 240 - Self in Society (1)

An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life.

Offered: Spring.

SOC 241 - The Asian-American Experience (1)

Jinwon Kim

How do race and culture determine who belongs in a nation? And how can ethnic minorities be perceived simultaneously as "model minorities" or "honorary Whites" given a higher economic and educational status, while still seen as forever foreigners? We will seek out answers to these questions by investigating how Asian Americans have strived for social inclusion in the U.S., while being ethnic, by highlighting the intersection of race, class and gender.

Prerequisite: 1 sociology course or consent of instructor. Offered: Spring.

SOC 256 - Sociology of Immigration (1)

Jinwon Kim

This course examines international migration as a social process, with a main focus on immigration to the United States. It provides sociological perspectives to understand why immigration happens, how it occurs, and what consequences and outcomes it produces. We will explore theories of migration and compare and contrast trends in old world and new world migration systems, as well as the American migration experience.

Prerequisite: One course in sociology or consent of instructor. Offered: Spring.

SOC 257 - Language, Gender and Sexuality (1)

LaDousa

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression.

Prerequisite: one course in anthropology or consent of instructor. Crosslisted as: ANTHR-257, LING-257, WMGST-257. Offered: Fall.

SOC 278 - Race, Class, Gender (1)

Kucinskas

Although we often take race, class, and gender for granted in our daily lives, they are central to how we think of ourselves and how we perceive our experiences. In this class we will analyze race, class, and gender from a sociological perspective, in which we examine how society affects individuals' experiences in the world, as well as the impact individuals can have on society. Learning to critically analyze these patterns in our society will help us to better understand the ways in which race, class, and gender continue to shape our lives.

Offered: Spring.

SOC 279 - Race and Racism in the United States (1)

Alex Manning

This course is designed for students to examine the myriad ways that race structures American society and influences the experiences and life chances of all of its members. In order to make sense of historical and contemporary racial oppression, we will draw on contemporary theories and empirical research to understand how race, racialization and racism manifest and transform over time.

Offered: Spring.

SOC 286 - Sociology of Science

Tim Sacco

Science is an important institution in our modern world. This course explores how science is done and how it

affects our daily lives. We will put science in its social context, which is important for understanding it as a process and as a powerful force in society. With examples such as controversies over genetic testing and COVID-19, climate change and intellectual property, this course will introduce you to the exciting field of the sociology of science.

Prerequisite: 1 course in sociology or consent of instructor. Offered: Spring.

SOC 288 - Sociology of Religion

Kucinskas

Religion is a powerful influence in society. Sometimes religion contributes to struggles for justice and tremendous acts of compassion. At other times it can sustain violence and maintain oppression. In more subtle ways, religion plays a central role in the lives of millions of people by providing them with purpose, community, and moral guidance. This course will be oriented by the following sets of questions: 1) Why study religion? What makes religion an inherently "social" thing? 2) How do people practice their faith, and how do their beliefs shape their attitudes? 3) How does religion influence public life in American politics and internationally? 4.) How does religion change over time? How does it contribute to broader social change?

Prerequisite: Sociology 101 or 110 or consent of instructor.

SOC 290 - Classics of Western Social Thought (1)

the Department

Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives.

Prerequisite: one course in history or sociology. Crosslisted as: HIST-290.

SOC 301 - Sociological Theory (1)

Chambliss

Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault.

Prerequisite: two sociology courses. Offered: Fall, Spring.

SOC 302 - Research Methods (1)

Kucinskas

Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented.

Prerequisite: two sociology courses or consent of instructor. Offered: Fall.

SOC 305 - Urban America (1)

Jinwon Kim

Cities are thus prime research sites to analyze everyday 21st-century American life, as many of Americans' identities and daily lives are strongly tied to urban spaces and shaped by their economic, social and cultural powers. This course particularly focuses on contemporary urban issues in American cities, such as industrialization and modern cities, suburbanization, gentrification, poverty, ethnicity, urban branding, and globalization.

Prerequisite: one course in sociology or consent of instructor. Offered: Spring.

SOC 307 - Sociology of Spirituality

Jaime Kucinskas

The course will examine the socially situated nature of spirituality, embedded in the history of spirituality in the United States, practice-based perspectives, and comparative analyses across different groups, organizations, cultures, and countries. The course will end unpacking spirituality from a critical raced and gendered perspective, investigating the relationship between spirituality and social justice initiatives.

Prerequisite: 1 course in sociology or consent of instructor. Offered: Spring.

SOC 308 - Issues in Higher Education (1)

Chambliss

An exploration of major issues facing higher education today, especially as applied to liberal arts colleges, including admissions practices; financing and student debt; challenges of social class, diversity and the integration of first-generation students; sexual relations and assault; the role of digital technology; and the meaning and relevance of liberal arts.

Prerequisite: 1 sociology course or consent of instructor.

Offered: Fall.

SOC 319 - Seminar: Globalization and Its Discontents (1)

Kucinskas

Globalization has been taking place for centuries, but its impact has accelerated over the last hundred years. The effects of globalization are widely debated among passionate supporters and critics. This class aims to explore different facets of the complex, evolving phenomenon of globalization. The course introduces the main debates about the global economy. We will discuss what globalization is. Then we will develop an historical perspective on the roots of globalization. Lastly, we will investigate primary dimensions of globalization such as trade, finance, aid, and migration.

Prerequisite: One social science course. Offered: Spring.

SOC 320 - Seminar: Advanced Topics in Contemporary Sociology (1)

Chambliss

Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline.

Prerequisite: Consent of Instructor. Offered: Fall.

SOC 323 - Seminar on Sexuality and Social Theory. (1)

Zylan

A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity.

Prerequisite: two social science courses or consent of instructor. Offered: Fall.

SOC 326 - The Sociology of Mental Health and Illness (1)

Matt Grace

What is mental illness? How have societal views of it changed over time? How do people enter treatment systems? In this course we will examine sociological insights into mental illness, including the "socially constructed" nature of mental illness and the pervasive stigma experienced by those who contend with it. Together, we will challenge our commonly held (mis)conceptions of mental illness.

Prerequisite: 1 sociology course or consent of instructor. Offered: Spring.

SOC 329 - Seminar on the Social Production of Food (1)

Examines the production and consumption of food in contemporary societies from a sociological perspective. We will study how food shapes personal identity and communal life; the organizational and institutional contexts food production from farm to table; the role food plays in popular culture and the rise of alternative food movements. Covers such topics as food, communal identity and family; the culture and practices of "Foodies"; the world of the restaurant kitchen; globalization and changes in farming and food consumption.

Prerequisite: one sociology course. Offered: Spring.

SOC 340 - Seminar on Social Movements (1)

Yvonne Zylan

This course examines the origins, actions, and effects of social movements from a sociological perspective. We begin by examining a variety of theoretical perspectives that explain when social movements arise and when and how they can produce social, political, cultural, and/or institutional change. We will then read case studies of specific movements, including movements for civil rights, environmental protection, social security, religious conservatism, and gay rights (among others), to explore mobilization, the culture of activism, tactics and strategy, and movement effectiveness.

Prerequisite: a 100-or 200-level sociology course. Offered: Fall.

SOC 341 - Levitt Leadership Institute: Leadership in Movements and Organizations

Margo Okasawa-Rey

This course focuses on understanding community-mobilization, organizational leadership models and perspectives for creating social change. It will promote an intersectional understanding of campus and community conditions that give rise to damaging experiences. Students will collaboratively develop leadership change strategies

that oppose more common, “expert”-driven approaches. Required field study: week one of spring break. Prerequisite: participation in LLI (January) and Intro level WMGST, PPOL, AFRST, or SOC course and consent of the instructor.

Prerequisite: Prerequisite: Participation in LLI (January) and Intro-level course in WMGST, PPOL, AFRST, or SOC and consent of the instructor. Crosslisted as: COLEG-341, AFRST-341, PPOL-341,WMGST-341.

SOC 345 - Race, Ethnicity, and Immigration in Urban America (1)

Jinwon Kim

This class examines the ethnic and racial urban communities of native-born and immigrant populations in an era of globalization. This course discusses both micro interactions between people in these spaces and macro structural forces such as migration, transnationalism and globalization that shape them. Topics throughout the semester include the past and present development of ghettos and enclaves, immigrants and their communities, barrios, social inequality, racial segregation,public housing and urban politics, transnational communities, new ethnic communities, and gentrification.

Prerequisite: one sociology course, or permission of instructor. Offered: Fall.

SOC 356 - Seminar in Sociological Analysis (1)

Chambliss, D.

An examination, through the study of a wide variety of contemporary research works, of the modes of sociological explanation; geared to students curious about how social scientists analyze and describe the world. Authors include Massey, Hochschild, Desmond, Zelizer, Collins, Lieberson, Abbott, and others.

Prerequisite: 2 courses in Sociology or consent of the instructor. Offered: Fall.

SOC 359 - Gender & Embodiment

Stewart

This course examines the relationship between gender (women, men, transgender, non-binary), bodies and society. We will explore gender and embodiment through topics like pageants, sports, surrogacy, sex work, and fatphobia. We consider the body as a cultural and historical site for struggle and resistance. We pay attention to gendered bodies in relation to other categories of difference including sexuality, race/ethnicity, social class and citizenship.

Prerequisite: 1 course in sociology or consent of instructor. Offered: Spring.

SOC 361 - Seminar: Politics and Culture (1)

Karakaya

Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Special attention will be given to the fall Presidential election campaigns. Topics include revolutions and state-formation, electoral politics, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture.

Prerequisite: one social science course or consent of instructor. Offered: Fall.

SOC 366 - Inequalities in Education (1)

Stewart

Framed in sociology of education scholarship, in this course we will explore K-12 schooling inequalities within the United States. We will examine different schooling options available to families, including public, private, charter and homeschools. Questions we will explore, include: How do factors like race, social class and gender matter within the context of schools and schooling options? We will consider the relationship between schooling inequalities to other spheres that shape social life, including families, neighborhoods, public policies and prisons.

Prerequisite: 1 course in sociology or consent of instructor. Offered: Spring.

SOC 367 - Seminar: Organizations and Culture (1)

Ellingson

Organizations are among the most pervasive features of modern society and culture lies at the foundation of organizational life. This course will help students acquire tools for understanding organizations. We will explore such questions as: how is culture used to organize work, exercise power, and shape individuals’ identities? How does culture facilitate or change organizational change? What is a gendered organization? We will examine both for-profit and non-profit organizations in a wide variety of fields (high-tech, health care, the service industry).

Prerequisite: One sociology course or consent of the

instructor. Offered: Spring.

SOC 368 - Gender, Sexuality & Society (1)

Stewart

This course takes a sociological approach to studying gender and sexuality. We will analyze foundational theories and recent developments in the field, including transgender and masculinity studies, while considering how the material relates to our lives. Throughout the course we will focus on inequalities of gender and sexuality in such areas as workplaces, schools, and sports, while considering links to inequalities of race, ethnicity, and social class.

Prerequisite: 1 sociology course or consent of instructor. Offered: Fall.

SOC 372 - Sociology of Disability (1)

Benjamin DiCicco-Bloom

Drawing on scholarship from sociology, anthropology, history and philosophy, this course will explore disability as a deeply embodied experience and at the same time one shaped in the context of families, communities, and societies. Questions the course will explore include: What are the costs and benefits of medical and social models of disability? What is the relationship between the individual experience of disability and social structures? How are factors like sexuality and class—modified by the challenges and opportunities associated with having a disability?

Prerequisite: 1 sociology course or consent of instructor. Offered: Spring.

SOC 373 - Seminar on the Constitution and Social Policy. (1)

Zylan

The United States Constitution is frequently invoked in public and institutional debates over social policy. For example, constitutional arguments have been raised in recent and ongoing policy debates concerning gun violence, marriage recognition, corporate personhood, and education. This course examines the relationship between the Constitution and social policy in American society, considering the ways in which broad social problems and conflicts (and their proposed resolutions) are shaped by American legal discourse.

Prerequisite: One social science course or consent of instructor. Offered: Spring.

SOC 382 - Prison Nation: Gender, Race, and Abolition Politics

Alex Manning

In this course, students will read sociological texts that examine how race and gender affect people's experiences with state-based violence and social control. This course examines the racist and sexist externally imposed state policies and practices that disenfranchise marginalized communities through drawing from what sociologist Beth Ritchie refers to as a prison nation. Topics include mass incarceration, sexual violence, deportation and detention centers, and surveillance technology. Along with examining the impact of this state-based violence, we will explore resistance and efforts to transform our penal system through anti-violence movements, prison abolition, reproductive justice, and grassroots organizing particularly within LGBTQ circles and communities of color.

Prerequisite: SOC-101 or SOC-110. .

SOC 549 - Senior Seminar (1)

Ellingson

For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal.

Offered: Fall.

SOC 550 - Senior Project (1)

The Department

Investigation, through original research, of a sociological topic resulting in a thesis.

Offered: Spring.

THETR-Theatre

THETR 100 - Playing ""Introduction to Making Theatre: Theory and Practice (1)

Cryer, Willcoxon, Latrell, Walsh

This is the gateway course for all theatre courses. This class combines the study of theatre and drama as it reflects, represents and interprets diverse cultures with a hands-on examination of how theatre is made. Through readings, lectures, discussions and projects the class will explore the ideas, strategies and languages of theatre (acting, directing,

playwriting, designing) that theatre artists use to create contemporary theatrical performance.

Offered: Fall, Spring.

THETR 102 - Acting Styles: American Realism (1)

Cryer

This course builds upon the ideas and techniques of modern realism and its American adaptations through the works of Uta Hagen and Robert Cohen. Students will gain a foundation in an acting process that includes body and voice awareness and use, sense memory, substitution, emotional memory and character actions as well as scene study.

Prerequisite: Theatre 100. Offered: Spring.

THETR 103 - Performance, Ritual and Technology (1)

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: ART-103, DARTS-103, MUSIC-103. Offered: Fall.

THETR 105 - Introduction to Theatre Production (1)

Larson

This will serve as a comprehensive introduction to theatre design and stage craft. Emphasizing hands-on learning experiences, complemented by small group lectures and discussions, the course will explore the fundamentals of stage design, projection design/technologies, set construction, scenic painting and stage and production management and delve into the technologies, tools and techniques used to create the visual world of performance. (Quantitative and Symbolic Reasoning.) Maximum enrollment, 12. Larson.

Offered: Fall, Spring.

THETR 106 - Out Loud

Cryer

Through the introduction of a variety of performance genres, this course develops oral communication, public speaking and public performance skills. Although no prior experience in performance or public speaking is expected, students will learn about and participate in such genres as storytelling, solo performance, hip-hop theatre, spoken word poetry, Sprechstimme and cabaret. Writer/performers to be studied/performed include Tim Miller, Karen Finley, Ntozake Shange, Danny Hoch, Sarah Jones and Bertolt Brecht.Not eligible for concentration credit.

Offered: Spring.

THETR 130 - Visual Storytelling: What's a Picture Worth? (1)

Holland

Through the exploration of basic visual elements including color, form, space and movement, students learn to communicate complex ideas and narratives non-verbally. While focusing on performing arts, we will also examine relevant works of fine art, architecture, film and video. Assignments consist of individual and group projects and presentations, putting into practice concepts discussed in class. While no previous art or theater experience is necessary, students should be prepared to face the challenge of expressing themselves outside the realm of written papers and oral presentations.

THETR 140 - Barrett Workshop Production (0.25)

Mark Cryer, Craig Latrell, Jeanne Wilcoxon

Faculty directed and designed production similar to 141/142, but on a smaller scale, produced in the Barrett Theatre.

Offered: Fall, Spring.

THETR 141/142 - Production (0.5)

Latrell, Cryer, Willcoxon.

The study of theatre through participation (performance, management and/or technical work) in a faculty-directed production. Students must pre-register for this class; for 141F first-year students may register during orientation. Preregistration does not guarantee an acting role. Auditions will take place at the start of the semester, and students not acting will perform a technical/production role.

Offered: Fall, Spring.

THETR 118/218 - The Broadway Musical

Alex Bádue

An exploration of Broadway musical theater from its early forms to the present and the main conventions through which a variety of musical styles (from opera to hip hop) has been used to structure narrative. Topics include the impact of Broadway on American culture and how musicals reflect the time period in which they were created. Includes artists such as George M. Cohan, Rodgers & Hammerstein, Bob Fosse, Stephen Sondheim, Jeanine Tesori, and Lin-Manuel Miranda and musicals like *Showboat*, *Oklahoma!*, *West Side Story*, *Hair*, *Cabaret*, *A Chorus Line*, *The Phantom of the Opera*, *Rent*, *Wicked*, *Fun Home*, *Ain't Too Proud*, and *Hamilton.*

Crosslisted as: AMST-118/218 MUSIC-118/218.

THETR 201 - Acting Styles: Theatricalism and the European Avant Garde (1)

Willcoxon

20th and 21st century performance aesthetics. Practical exploration of non-realistic theatrical methods, emphasizing challenges to Stanislavskian naturalism. Intense text and performance work.

Prerequisite: 100, or consent of instructor. Offered: Fall.

THETR 204 - Collaborative playmaking: creating dynamic and original physical theatre (1)

Walsh

Students will learn to work together towards a common artistic goal, using all elements of theatre to create performances. This interdisciplinary course will focus on how to create original devised pieces for the theatre using light, sound, movement, text, music and the visual arts. The student will learn techniques to create multi-disciplinary theatrical pieces as well as develop a critical vocabulary to analyze performances.

Offered: Spring.

THETR 205 - Performing Women (1)

Jeanne Willcoxon

This course focuses on female playwrights of color. It analyzes performances of gender and race in American theatre. How do we read 'woman' onstage and how have artists disrupted or supported dominant understandings of 'woman' through theatrical performances? At the end of the course students move from analysis of text/performance to creation of their own solo performance pieces.

Prerequisite: Theatre 100 or consent of instructor.

Crosslisted as: WMGST-205. Offered: Spring.

THETR 212 - Scene Design (1)

Sara Walsh

A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models.

Offered: Fall.

THETR 213 - Lighting Design (1)

Larson, Jeff

An in-depth exploration of lighting and projection design for live performance. The course will cover the process, techniques, equipment and methodologies of these theatre design disciplines. These include; composition, color theory, projection mapping, CAD drafting, as well as lighting for the camera.

Prerequisite: 105. Offered: Fall, Spring.

THETR 214 - Sound Design (1)

Stoughton

Students will learn how a designer develops, communicates and executes an effective and creative soundscape for a theatrical production. The basics of sound technology will be discussed and the student will have the opportunity to record, engineer and execute their own creative content. Focuses on sound as an artistic medium and explore how it can be used alongside other production elements to create the world of the play and convey thematic, emotional and environmental information.

Prerequisite: 105 or 108.

THETR 215 - Scene Painting (1)

Walsh

Through a series of projects and demonstrations, introduces students to the basic principles of scenic painting for film, television and the performing arts. Topics covered will include color mixing, texture, faux finishing (wood grain, marble, etc.), brush and spray techniques, trompe-l'oeil and large scale cartooning and painting.

Prerequisite: 105, 108 or 130, or a 100-level art course.

THETR 216 - Costume Design: History into Practice (1)

Department

This studio-type course serves as an introduction to the theory and practice of costume design for theater, film and television. Through a series of lectures, demonstrations and projects students will explore various aspects of costume history and the costume design process. Specific attention will be given to fashion silhouettes and historical periods, as they relate to the assigned texts. Areas covered in the course will include, costume history, script analysis, textiles, life drawing and watercolor rendering.

Offered: Spring.

THETR 219 - Puppetry & Object Theatre (1)

Sara Walsh

This is a production and performance course to introduce students to the basics of puppetry. It will explore a variety of puppetry techniques.

Offered: Spring.

THETR 221 - Modern/Postmodern Performance Texts in European and American Theatre

Latrell/Willcoxon

This course will focus on performance texts and practices from the late nineteenth to the early twenty-first century, this course examines why and how these canonical works continue to influence and remain part of our contemporary theatre landscape.

Prerequisite: Theatre 100. Offered: Spring.

THETR 224 - Playwriting (1)

Latrell

Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play.

Prerequisite: Theatre 100 or Creative Writing 215. Crosslisted as: CRWR-224. Offered: Spring.

THETR 231 - Media Strategies-New Frontiers in Storytelling

Anna Huff

This class will survey and create emergent and non -linear forms of storytelling using digital and hybrid tools. We will examine notions of narrative authority and hybridity in a digital age and think through different ways we might use technology to distill, break apart or reify modes of communication and visual metaphor. Discussion will push boundaries of traditional storytelling and consider connectivity, liveness and embodied presence. This course will draw on multiple forms of expression including but not limited to digital media, performance, sound, XR, web and network environments.

Prerequisite: DARTS 103, 205, or consent of instructor. Crosslisted as: DARTS-231, MUSIC-231. Offered: Spring.

THETR 236 - Outrageous Acts: Avant-Garde Theatre and Performance Art

Latrell.

How does avant-garde theatre utilize shock as a strategy to lead us to see ourselves from new and unexpected perspectives? How are issues of colonialism and appropriation embedded in the evolution of the avant-garde? How does it simultaneously reflect and rebel against the social hierarchies from which it sprang? Through research and performance we will examine the historical, cultural and philosophical origins and influences of avant-garde theatre, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary theatre and performance art (1950-1990), including Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, and Epic, as well as The Living Theatre, Grotowski, Monk, Wilson, Foreman, and The Wooster Group.

Prerequisite: Take THETR-100.

THETR 238 - African-American Theatre from Ira Aldridge to August Wilson (1)

Cryer

Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes.

Prerequisite: Theatre 100 or a Africana Studies course. Crosslisted as: AFRST-238. Offered: Fall.

THETR 240 - Performance, Ritual and Technology

Anna Huff

This class will cover performance strategies in relationship to digital technology, ritual and the social. We will create collaborative and hybrid work at the intersection of performance, digital media and social practice and map out modes of ritual engagement within these intersections. We will explore "liveness" as a digital and/or embodied presence and survey contemporary hybrid performance work. Enrollment 16, No prerequisite.

Crosslisted as: ART-240, DARTS-240, MUSIC-240. Offered: Fall.

THETR 241 - Theatre for Social Change; Youth and Education (1)

Jeanne Wilcoxon

The course examines how theatre provokes, promotes and produces social change through engaging with youth.

Crosslisted as: EDUC-241. Offered: Spring.

THETR 248 - Introduction to Queer Theatre (1)

Latrell

This course will examine the evolution of queer perspectives and performance practices in dramatic literature and performance, from proto-queer characters in Marlowe and Shakespeare to the origins and growth of the GLBTQ movement, to an "out theatre." We will study works that depict GLBTQ characters and plotlines, their resistance to heterosexist values, and their relation to larger American social and political issues and movements. Playwrights and artists to be discussed include Williams, Crowley, McNally, Durang, Lucas, Miller, Ludlam, Kushner, Vogel, Kron, Huges, and Mac.

Prerequisite: Theatre 100, or consent of instructor. Offered: Spring.

THETR 261 - Performing Life: Introduction to Performance Studies (1)

Latrell.

This course introduces the field of performance studies, examining performance in diverse contexts, from everyday life (sports, rituals, politics, television) to more formal settings (theatre, dance, visual art). Performance studies asks "What is performance, and how can we make sense of it?" The field incorporates aspects of theatre history, theory, and practice; anthropology, sociology, and cultural studies. No performance training is required or expected, but students will participate in a variety of hands-on exercises, and will attend and analyze several events.

Prerequisite: Theatre 100, or consent of instructor. Crosslisted as: ANTHR-261.

THETR 280 - Ancient Comedy (1)

Feltovich

Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apuleius, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

Crosslisted as: CLASC-280. Offered: Spring.

THETR 301 - Advanced Seminar in Performance (1)

The Department

A performance-oriented seminar focusing on specific areas of performance theory and technique: for example, political theatre, Asian theatre, Latina/o theatre, solo performance, chamber theatre, intercultural or intermedia performance. Addresses the connections between research and performance. Final public performance and/or presentation.

Prerequisite: 201 or consent of department.

THETR 302 - Advanced Acting Workshop: Shakespeare and Company (1)

Cryer.

Classical texts and contemporary performance. Focus on Shakespeare, language and character. May include other classical dramatists Scene and monologue work, textual analysis, vocal and speaking preparedness, verse and heightened speech, characterization, improvisation and rehearsals.

Prerequisite: 102, 201 or consent of instructor. Offered: Fall, Spring.

THETR 303 - Directing (1)

Latrell.

Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation.

Prerequisite: Theatre 100 and 105 or 212, or by consent of instructor. Offered: Fall.

THETR 307 - History of Theatre (1)

Wilcoxon.

An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on how Western theatre represents and performs identities race, ethnicity, gender and religion on stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance.

Prerequisite: Theatre 100, or the signature of instructor. Offered: Fall, Spring.

THETR 313 - Robot Musicals and Techno Opera: AI Advanced Workshop

Mercovich, A. and J. Larson

This class is an advanced workshop exploring possible uses of Artificial Intelligence in devised musical theater creation. Students will participate in community sourced and collaborative performance building, explore human/ technological interfaces, and discuss Artificial Intelligence, scores, algorithms and their potential to support improvisation, and theater creation. In addition, this workshop will establish the compositional framework for a work-in-progress AI techno opera; enrolled students are invited into this continuing process as active collaborators with the core team of artists. The class welcomes performers, computer programmers, musicians, technologists, and singers--anyone with an interest in cross-disciplinary collaboration.

Prerequisite: DARTS 231 or Permission of the instructor(s). Crosslisted as: DARTS-313 , MUSIC-313.

THETR 314 - Meisner One; Transitions (1)

Cryer

Through exercises, performance activities, and presentations, this course provides an introduction to Sanford Meisner's approach to actor training and its requirements for successful transitions to camera and voice over work. Students learn to demonstrate understanding and practical proficiency in executing the exercises and theoretical concepts of Meisner's approach to actor training, as well as learning to maintain connections with others during practical activities, presentations and performances.

Prerequisite: 102 and 201.

THETR 319 - TV CLUB: media collectives, live streaming, performance and video

Mercovich, A

This advanced Digital Media class will take place between the Digital Arts Lab, and the Photo/Video studio. The focus will be on live mediated performance broadcasts, and will address histories of public access television, broadcast media, media collectives, social and activist video art, and social implications of a recent return back to livestreaming via the internet. Additional topics covered will include digital and analog tools for live video processing, interactivity and studio audiences, serial TV and internet show formats, green screen techniques, and narrative strategies that utilize the integration of bodies, music, props and media in real time. The course will include weekly internet live streams of student work to the Hamilton community and beyond.

Prerequisite: Any DARTS 100 or 200 level course. Crosslisted as: ART-319 DARTS-319.

THETR 398 - The Study of the Theatre through Production and Performance (1)

The Department

Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production.

Prerequisite: invitation of department. Offered: Fall, Spring.

THETR 550 - Senior Thesis (1)

The Department

A project resulting in either a research paper or the composition of a play.

Offered: Fall, Spring.

THETR 560 - Senior Performance/Production (1)

The Department

An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee.

Offered: Fall, Spring.

WMGST-Womens and Gender Studies

WMGST 101 - Introduction to Womenâ€™s and Gender Studies (1)

Adair, Barry, Soderling, and Lacsamana

An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed.

Offered: Fall, Spring.

WMGST 108 - Philosophy of Love and Sex

Alessandro R. Moscarítolo Palacio

What is it to love someone as a lover rather than, say, a parent or a sibling or a friend? Does sexual desire have a legitimate place in the former? Or does *true love* leave sex behind? What is the nature of sexual desire and how does it relate to sexual activity and sexual pleasure? Why do we as a society take a negative view of sexuality? What exactly is wrong with sexual desire and its expression? What is sexual perversion? What should we make of sexual proclivities and orientations that differ, sometimes radically, from our own? Among the topics that will be discussed in this class are sexual intercourse of various sorts, perversion, masturbation, trans-gender identities, homosexuality, prostitution, pornography, and rape.

Crosslisted as: PHIL-108.

WMGST 190 - Women and Madness (1)

Gentry

Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities.

WMGST 201 - Introduction to Feminist Thought (1)

Lacsamana

An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought.

Prerequisite: 101 or consent of instructor. Crosslisted as: GOVT-201. Offered: Spring.

WMGST 202 - Introduction to LGBTQ Studies (1)

Stina Soderling

This introductory-level writing-intensive course will explore sexuality as a category of analysis that intersects with gender, race, class, nationality, and religion. The course will include key historical texts in the field of LGBTQ Studies, as well as current developments. Through writing a series of letters, students will practice the feminist model of combining personal, political, and scholarly perspectives. You will learn to critically analyze prevailing normative assumptions, social and cultural institutions, your own life, Hamilton College, and the wider community.

Offered: Fall.

WMGST 203 - Women and War: Feminism, Militarism and Nationalism

Hussain

This course examines the ways war and processes of militarization impact women in the Global North and the Global South. Discussion will be accompanied by an analysis of categories such as "women," "gender" and "sexuality" in relation to the "state" and "nation" during periods of warfare and armed conflict. We will engage with a range of interdisciplinary texts on gender and militarism. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization.

Prerequisite: 101 or consent of the instructor. Crosslisted as: GOVT-203.

WMGST 205 - Performing Women (1)

Jeanne Willcoxon

This course focuses on female playwrights of color. It analyzes performances of gender and race in American theatre. How do we read 'woman' onstage and how have artists disrupted or supported dominant understandings of

‘woman’ through theatrical performances? At the end of the course students move from analysis of text/performance to creation of their own solo performance pieces.

Prerequisite: Theatre 100 or consent of instructor. Crosslisted as: THETR-205. Offered: Spring.

WMGST 211 - Women, Gender and Popular Culture (1)

Lacsamana

Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture’s commodification of contradictory versions of "womanhood," as well as how women’s self-representations pose complex questions of agency and resistance in the culture industry.

Prerequisite: one course in women’s studies or consent of instructor. Offered: Fall.

WMGST 214 - Queer Literature and Film (1)

Lacsamana and Barry

Examination of the historical and theoretical constructions of sexual and gender identities through the literature and film of the late 19th c – present. The course will explore a range of issues including the emergence, normalization and regulation of heterosexuality and "homosexuality" as categories of identity; intersections with race, class and queerness; transgender identity and subjectivity; constructions of the "family" among others. Our analyses of LGBT literature and film will be grounded by contemporary debates in feminist, gender, and queer studies.

Prerequisite: one course in women's studies or consent of instructor. Crosslisted as: AMST-214. Offered: Fall.

WMGST 222 - Race, Gender and Culture (1)

A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. Crosslisted as: AFRST-222, PHIL-222.

WMGST 223 - Critical Intersectionality: Re-Inserting a Power Analysis (1)

Margo Okazawa-Rey

The concept of "intersectionality" and its political and theoretical foundations are arguably one of the most important contributions by women of color feminist scholars and activists to the social sciences and to practice arenas such as diversity education and organization development. Since its popularization, the meaning of the concept has been diluted, too often used only to identify and acknowledge multiple identities, thus leading to cultural relativist perspectives on social justice struggles. This course will trace the origins of the concept, delineate the structural features that give significance to an individual’s multiples identities and complicate collective identities, and identify various ways in which a critical intersectional analysis can provide fuller understandings of individual experiences and subjectivities, organizational policies and practices, and the social, economic, and political forces that shape them, often in contradictory ways.

Prerequisite: 101 or consent of the instructor.

WMGST 224 - Gender, Space and Identity in the African Diaspora (1)

Merrill

This course examines how racialized and gendered identities are made in relation to space. How does gender intersect with race, class and other power relations embedded in the places we live? How do women and men come to occupy different places in the world – literally and figuratively – or occupy the same places in different ways? Case studies focus on identity making in relation to the body and the course more broadly focuses on the intersection of race, class, gender, sexuality, and ethnicity as matrices of social and structural power relations and hierarchies.

Crosslisted as: AFRST-224. Offered: Spring.

WMGST 225 - Women, Law, Public Policy and Activism in the Contemporary United States (1)

Adair

An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the U.S. Opportunity for law or public policy research and/or internship in area.

Offered: Spring.

WMGST 229 - Immigration and Settler Colonialism: Feminist Perspectives (1)

Soderling, Stina

We are witnessing an upsurge in activism around immigration in United States. At rallies, rhetoric of "We are all immigrants" are paired with singing "This Land Is Your Land." But are we all immigrants? And whose land is this really? When are immigrant and Native movements in conflict, and when do they work together? This course pairs a feminist study of immigration with theories of settler-colonialism; that is, the study of North America as Indigenous land settled by colonizers. We will read scholarly texts, news sources, and social movement literature, with a focus on our local region.

Prerequisite: one course in Women's and Gender Studies, Africana Studies, American Studies, or Religious Studies, or permission of the instructor. Offered: Fall.

WMGST 231 - Art & Feminism (1)

Jarosi

This course examines the ways feminist ideas have challenged us to re-think art art history, both past present, particularly with respect to feminism's mandate to consider race, class, sexuality, and other aspects of social location alongside the interrogation of gender. Thematic concerns include the institutions & structural conditions within which marginalized artists have worked and continue to work; the challenges of representation & self-representation that black/queer/female artists encounter; and the innovative forms of feminist art activism that have shaped culture more broadly

Crosslisted as: ARTH-231. Offered: Fall.

WMGST 235 - Women in Modern Asia (1)

Trivedi

Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir.

Crosslisted as: HIST-235.

WMGST 237 - Medieval Women: Writing and Written (1)

Katherine Terrell

How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). We will investigate how these texts both created and challenged gender roles in the Middle Ages.

Prerequisite: One course in literature; no prior experience with Middle English required. Crosslisted as: LIT-237. Offered: Spring.

WMGST 247 - Religion and Gender in American History (1)

Newell

In this course students examine the ways in which religious ideas have shaped Americans' conceptions and performances of femininity and masculinity, and vice versa. Using case studies from the colonial period through contemporary times, we will explore the ways in which religion both constrained the performance of gender and the ways women and men found (and, sometimes, created) liberating resources within religious traditions. We will pay particular attention to the intersection of religion and gender with race, class, and sexuality.

Crosslisted as: RELST-247. Offered: Spring.

WMGST 255 - Gender and Environment

Stina Soderling

The theoretical, historical and material links between gender and the natural world. Through a study of contemporary and historical social movements, this course explores the intersections of labor, gender, and environment in contemporary and historical social movements. An examination of women's activism around paid and unpaid labor; the gendered work of organizing; the caretaking and emotional work of women, queer and gender-nonconforming people in environmental movements; and ideas and realities of mothering. The course will include an engagement with art, through the exhibit at the Wellin Museum.

Crosslisted as: ENVST-255.

WMGST 257 - Language, Gender and Sexuality (1)

LaDousa

Stresses special lessons that anthropology has to teach about the gendered facets of linguistic expression, including the necessity of an approach that is both empirical, including moments of interaction, and critical, exploring issues of power and agency. Considers conceptual benefits and limitations to using gendered difference as a model for sexual difference in the study of linguistic expression.

Prerequisite: one course in anthropology or consent of instructor. Crosslisted as: ANTHR-257, LING-257, SOC-257. Offered: Fall.

WMGST 278 - Stop Name of Love: Rethinking the Romance

Suzanne Taylor

A study of the ways in which literary works shape and are shaped by conventional beliefs about love and happiness. How do representations of romance serve aesthetic and political ends? How does fiction navigate the gap between truth (what is real) and desire (what is wished for)? Special attention to texts that reflect on the (sexual, psychological, and/or political) "abnormal." Readings will include theory as well as literary texts by such authors as Diderot, Sand, Austen, Wilde, and Moravia.

Prerequisite: One LIT course OR one WMGST course OR permission of the instructor. Crosslisted as: LIT-278.

WMGST 289 - Students Leading the Change for Racial and Gender Justice: Identity, Agency, Transformative Leadership (0.5)

Margo Okazawa-Rey

This leadership project brings together students, faculty, and staff from Hamilton College and comparable institutions for two main purposes. One is to promote an intersectional understanding about raced and gendered campus climates that give rise to a range of damaging experiences, from the more subtle micro-aggression to hate crimes and sexual assaults and rape. The other purpose is to develop organizing strategies to create diverse, safe, and just campuses. This course includes a required field study at the Highlander Center in Tennessee, March 19-24.

Prerequisite: Intro level course in either WMGST, AFRST, or SOC. Crosslisted as: AFRST-289. Offered: Spring.

WMGST 301 - Feminist Methodological Perspectives (1)

Barry

An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities.

Prerequisite: 101 or consent of instructor. Offered: Fall.

WMGST 302 - Feminist and Queer Utopian Thinking and Practice (1)

Soderling, Stina

This course will explore how feminist and queer thinkers and activists have imagined and built alternative, more hopeful, presents and futures. We will study the development of feminist utopian theory and activist projects, as well as the long history of arguably queer utopian communities, with a focus on our local region. Students will do research using the Communal Societies collection at Burke Library, and the course will include a field trip to the Oneida Mansion, historic home of the Oneida Community.

Offered: Spring.

WMGST 310 - Crossings and Transgressions: On Migration and (Im)Mobilities (1)

Mariam Durrani

The current global moment is marked by border-crossings and border-transgressions where not only people are on the move, but also ideas and images about them. The refugee, the migrant, the domestic worker and the terrorist—itinerant figures of different orders—inspire narratives about what constitutes "human nature" and inhumane practices. This course explores the multiple meanings of mobility and stasis by examining the (dis)placements and circulations of people, things, and ideas along with the (folk)tales that accompany migration and related discourses on race, gender, and sexuality.

Prerequisite: Anth 113 or approval by instructor. Crosslisted as: ANTHR-310. Offered: Spring.

WMGST 311 - Black Women's Experience in the United States (1)

Haley

Examination of the experiences of black women in the United States from 1800-2006. Emphasis on the

intellectual history of black women. Topics include the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music.

Prerequisite: 101 or consent of instructor. Crosslisted as: AFRST-311, AMST-311. Offered: Fall.

WMGST 314 - Seminar: Feminist Perspectives of Class in the United States (1)

Adair

Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts.

Prerequisite: one course in women's studies, sociology, economics or consent of instructor. Offered: Fall.

WMGST 323 - Gender, Health and Technology (1)

Jones C

This course is an interdisciplinary, cultural studies examination of the intersections between gender, health and technology from a global perspective. This course explores the ways in which social identities of gender, race, class, sexuality, nationality, ability and so forth are relevant to studies of health and technology. The course will be theoretically and historically grounded by feminist critiques of science and technology, and explore the following topics: sexual and reproductive technologies, body modifications, and environmental toxicity and human health.

Prerequisite: Any Women's Studies course or consent of the instructor. Offered: Fall.

WMGST 325 - Sexuality and Gender in Greece and Rome (1)

Shelley Haley

This course examines issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of literature, art, sociology, and science. We will investigate the representation of gender cross-culturally over time to learn what we know, and what we can't know, about the lives of ancient men and women, their interaction, communication and their roles in culture and society. Particular attention will be given to the lives of women, whose voices are often underrepresented in Greek and Roman literature and historical records.

Prerequisite: 1 course in Classics or Women's Studies. Crosslisted as: CLASC-325. Offered: Spring.

WMGST 327 - Seminar on Aging (1)

Gentry

Focuses on experiences of aging with attention to midlife and beyond. Examines images of aging in literature, film and media; ageism and its interconnections with race, class, sexual and gender identity; the relationships of aging to experiences of the body, health, economic issues, social and familial relationships; and death and dying. Considers how changing age distributions in the United States influence intergenerational relationships and social policy.

Prerequisite: one course in women's studies or consent of instructor. Offered: Spring.

WMGST 328 - Trans* Studies and Politics of the Body (1)

This course introduces students to the central issues of transgender studies and familiarizes them with emergent work in the field, including work that draws on critical methodologies developed in other fields. Students will learn how trans* embodiments are inflected by race, class, gender, and location, and will gain an understanding of the fields of power in which these embodiments and claims to identity take shape. Students will also engage how transgender studies, as a field, moves us both through and beyond personal narratives of medical and social sex/gender transition.

Prerequisite: 101 or consent of the instructor. Offered: Spring.

WMGST 329 - Seminar on Gender and Disability (1)

Cara Jones

This seminar examines how disability operates as a category of analysis. Focusing on how disability intersects with gender, race, class, sexuality, religion, and nationality, particular attention will be given to feminist disability theorizing. We will also examine the ways in which the production of knowledge relies on able-bodied norms. We will think through the implications of traditional classroom arrangements and modify traditional means of teaching and learning as need be. Projects will address representations of disability broadly, including Hamilton's campus and the local community.

Prerequisite: 101 or consent of the instructor. Offered: Fall.

WMGST 333 - Geographies of Race and Gender (1)

Merrill

Examines how "natural" differences of gender and race are created through discourses, images and everyday practices in particular spatial contexts. Using historical and fictional texts, ethnographies, theoretical discussions and films the course explores the production of racial and gender differences in European development and imperialist expansion. Focuses on three historical periods in the production of racialized and gendered geographies: plantation/slave societies in the Americas, African Colonialism, contemporary globalization and ethnic diversity in Europe.

Crosslisted as: AFRST-333. Offered: Fall.

WMGST 334 - Kitchen Culture: Women, Gender and the Politics of Food (1)

Barry

A cultural studies examination of women's long-standing association with the private space of the home, in particular the kitchen, and the production and consumption of food. Grounded by feminist theoretical discussions of domesticity, the class analyzes how notions of family, community and cultural practices connected to food are differentiated by race, class, ethnicity and nationality.

Prerequisite: 101 or consent of the instructor. Offered: Spring.

WMGST 337 - Medieval Women and the Written Word-- Methods

Terrell

How did medieval women authors engage with a literary tradition that too often, as 14th c. writer Christine de Pizan lamented, declared that "female nature is wholly given up to vice"? Readings from English and French authors including Christine, Marie de France, Margery Kempe, Julian of Norwich, and Geoffrey Chaucer; anonymous tales of women saints, cross-dressing knights, and disobedient wives; "authoritative" writings about women (inc. religious and medical tracts and a manual on courtly love). Attention to the origins of these texts as they both create and challenge medieval gender roles.

Prerequisite: A 200-level course in literature; no prior experience with Middle English required. Crosslisted as: LIT-337.

WMGST 341 - Levitt Leadership Institute: Leadership in Movements and Organizations

Margo Okasawa-Rey

This course focuses on understanding community-mobilization, organizational leadership models and perspectives for creating social change. It will promote an intersectional understanding of campus and community conditions that give rise to damaging experiences. Students will collaboratively develop leadership change strategies that oppose more common, "expert"-driven approaches. Required field study: week one of spring break. Prerequisite: participation in LLI (January) and Intro level WMGST, PPOL, AFRST, or SOC course and consent of the instructor.

Prerequisite: Prerequisite: Participation in LLI (January) and Intro-level course in WMGST, PPOL, AFRST, or SOC and consent of the instructor. Crosslisted as: COLEG-341, AFRST-341, SOC-341, PPOL-341.

WMGST 343 - Women Writing Against the Grain

Adair, Vivyan

Advanced seminar connecting theories of identity focusing on race, class, gender and sexuality, with poetry, fiction, memoir and film. Drawing on feminist theories of Epistemology, Literary Representation, Intersectionality, Standpoint Theory/Situated Knowledge, Queer Theory, and Narratology we will read, discuss and write about *Life in the Iron Mills (1861)*; *The Story of Mattie J. Jackson (1866); To The Lighthouse (1927)*; *The Woman Warrior (1976); House on Mango Street (1984); Bastard Out of Carolina (1992)*; *Hunger; A memoir of (My)Body (2017)*, and the films *The Hours* and *Boys Don't cry*.

Prerequisite: One course in Women's Studies and some coursework in comparative literature or literary theory or consent of the instructor. Crosslisted as: LIT-343.

WMGST 348 - Queer and Trans Visual Cultures (1)

This course examines what it means to "queer" or "trans" visual and performance-based media. It offers an interdisciplinary investigation of queer and trans representation, and both the possibilities and limitations of positive images and mainstream LGBTQ visibility. It also examines how visual productions of trans and queer identities are produced alongside and through racial, ethnic, religious, regional, and class identities. In connection with course readings, students will study film, photography, painting, installation, and performance art.

Prerequisite: Any WMGST or Cinema and Media Studies

course or consent of the instructor. Offered: Fall.

WMGST 372 - Unraveling Cleopatra (1)

Haley

Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, explores how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods.

Prerequisite: one course in classical studies or Africana studies. Crosslisted as: AFRST-372, CLASC-372. Offered: Fall.

WMGST 379 - Transnational Feminist Frames--Methods

Sundar, Pavitra

How are gender and sexuality figured in contemporary visual culture? This course seeks answers in the work of (women) filmmakers with South Asian and Iranian ties, including Ana Lily Amanpour (*A Girl Walks Home Alone At Night* [2014]), Gurinder Chadha (*Bend It Like Beckham* [2002]), Samira Makhmalbaf (*Blackboards* [2009]), and Sabiha Sumar (*Silent Waters* [2003]). Spanning national and regional borders, it examines contextual and formal challenges artists navigate as they probe the complexity of gendered lives. It asks how notions of gender, sexuality, and nation shape film form, and how form might be used to think anew about such social structures.

Prerequisite: A 200-level course in Literature, Women's and Gender Studies, or permission of the instructor.

WMGST 391 - Queer/Feminist Literary Theory (1)

N. Rabinowitz

Contemporary feminist and queer theories have a close connection to literature; they emerged from and later transformed literary studies. We will discuss selected theoretical writing, as well as creative texts from the late nineteenth century to the late twentieth century: fiction, plays, and films. Conversations will center around questions of identity and performativity, and the intersections of gender, sexuality, race and class. Readings to be drawn from the following: Oscar Wilde, Radclyffe Hall, James Baldwin, Audre Lorde, E. M. Forster, Virginia Woolf, Tony Kushner, Cherrie Moraga.

Prerequisite: At least one course in Literature and/or Women's Studies, or consent of instructor. Crosslisted as: LIT-391.

300-400

WMGST 303/403 - Representing Gender in Latin America (1)

Burke

Approaches gender studies through critical analysis of Latin American literature, film and social movements. We study representations of femininity and masculinity in Latin American culture and their historical roots, considering traditional gender roles and more contemporary attempts to break with social expectations linked to sex and gender, as well as the complex interactions of gender with nationality, class and sexual orientation. Discussions center in issues of representation, identity and "equality." Readings include both literary texts as well as gender theory.

Prerequisite: Two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Crosslisted as: HSPST-303/403. Offered: Spring.

WMGST 401 - Seminar: Theories of Sexuality (1)

Soderling, Stina

This course introduces students to the scholarly practice of theorizing sexuality. We will focus on contemporary interdisciplinary Critical Sexuality and Queer Theory, produced both within and outside the academy. In order to understand how the critical study of sexuality developed, we will trace the genealogies of these texts and together develop a bibliography of key books and articles.

Prerequisite: one course in women's studies or consent of instructor. Offered: Spring.

WMGST 402 - Feminist Theory and Practice: Transnational Feminisms

Mariah Stember

Interdisciplinary, feminist analysis of women and gender in southern African liberation struggles, including tensions of global feminist and human rights advocacy, public policy, international development, colonialism and neo-colonialism, pan-Africanism, and Cold War dynamics of the anti-apartheid movement. Analysis will focus on questions concerning the history of southern Africa, the

apartheid regime, the complexity of global movements, connections between history and the present, including memory studies, which highlights the enduring relevance of who, what and how historical narratives are shaped.

Prerequisite: One course in Women's Studies or consent of instructor. Crosslisted as: AFRST-402.

WMGST 405 - Seminar: Black Feminist Thought (1)

Haley

Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages.Exploration of how black women are not simply victims of oppression but visionary agents of change.Areas examined include history, literature,music,art,education, sociology and film. There is intersectional analysis of the social, structural, and institutional hierarchies within the identities of women of African descent (gender/transgender, race, white supremacy, sexual/affectional orientation, class, color, and ability).

Prerequisite: one course in women's studies or consent of instructor. Crosslisted as: AFRST-405. Offered: Fall.

WMGST 407 - Gender, Sexuality and Feminism in South Asia

Singh

This course explores the intersections of gender and sexuality with caste, class, religion and race/ethnicity in South Asia. Through ethnographies, films and memoirs, this seminar will examine processes and structures of nationalism, development, colonialism and militarism in relation to topics such as kinship, desire, life-cycle, masculinity, non-normative gender expressions, education, urban and rural life, and diasporic movements, through feminist theory and practice.

Prerequisite: One course in women's studies or consent of instructor. Offered: Spring.

WMGST 408 - Feminist Epistemology, Methodology, Theory, Research and Praxis: Individual Topics

Vivyan Adair

A course that prepares students more adequately for their Women and Gender Studies thesis work, providing them with more advanced readings, research and writing experiences than earlier seminar work and that will allow them to design more advanced individual research, writing, creative and activism projects. This course will serve as a bridge to thesis work and to graduate studies.

Prerequisite: Permission of Instructor.

WMGST 412 - Seminar: Feminist Epistemologies and Decolonizing Knowledges (1)

Margo Okazawa-Rey

How do we know what we know? What is "real" and "true"? How are feminist epistemologies distinct from other taken-for-granted ways of knowing? How has "knowledge" and knowledge-production been central to colonial and imperial projects of the 19th and 20th centuries and what are their present-day influences? What would it take and what would it mean to "decolonize" knowledge? These and other important questions will guide the critical exploration from feminist perspectives.

Prerequisite: 101 and another course in Women's Studies or consent of the instructor. Offered: Spring.

WMGST 415 - Race, Class, Gender, Sexuality, Nationality and Ableism and US Education (1)

Vivyan Adair

An examination and analysis of intersectionality and the interplay of race, class, gender, sexuality, nationalism and ableism in US education, historically, sociologically, and in terms of policy and praxis in the lives of students and educators.

Prerequisite: One course in Women's and Gender Studies and/or Education Studies. Crosslisted as: EDUC-415. Offered: Spring.

WMGST 550 - Senior Program (1)

The Department

A project or thesis on a topic in women's studies.

Offered: Fall, Spring.

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